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AUTHOR Murphy, Carol; Jenks, Lynn
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ABSTRACT

Resulting from a study that examined ways to implement community-based learning activities into postsecondary curriculum, this sampler contains detailed descriptions of selected courses in the social sciences and humanities that illustrate some of the ways classroom learning is augmented through the use of planned, off-campus learning activities. The field activities are meant to improve the course, not to replace other forms of learning activities. They are designed to provide the student with opportunities for: (1) concrete experiences; (2) observation and reflection; (3) formation of abstract concepts and generalizations; and (4) testing implications of concepts in new situations. Following the overview are course descriptions for: Anthropology, Architecture, Art, Business, Career Studies, Communications, Economics, Education, English, Environmental Studies, Geography, Health, History, Journalism, Philosophy, Political Science/Law, Psychology, Social Services, and Urban Studies. Appendices include: sample course syllabi, sample forms, resources (organizations, associations, and bibliography), and a list of contributors. The data sources for the course descriptions are faculty from postsecondary institutions located primarily in California, Nevada, and Utah. Project staff completed 68 personal interviews with instructors who not only outlined the structure and process of their courses, but also discussed the implementation problems they had encountered and the results or outcomes they had observed. (LC)

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ED206244

# Integrating The Community and the Classroom: A Sampler of Postsecondary Courses

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*Carol Murphy*
*Lynn Jenks*

HE 014 325

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# PREFACE

The use of community activities for teaching, or experiential education, has grown rapidly on college and university campuses in the last decade. Yet, the thought of using experiential education still raises hackles among many academicians. It is something for other institutions to pursue, but not here. Perhaps this unfortunate reaction is due to the close tie between experiential education and career education, which is also "suspect" by the academic traditionalists.

There is no denial that experience-based learning has served career educators well. However, a reading of *A Sampler of Postsedondary Courses* reveals a wide variety of other learning which can be gained from community-based activities. Thus, it is hoped that the *Sampler* will strike down some of the misconceptions about experiential education.

More important than overcoming misconceptions, the *Sampler* is a compilation of experiential course descriptions, not intended to be just another directory, but to be a catalyst for those involved in the teaching-learning process of liberal and general education.

To start, the *Sampler* presents an array of possibilities, with first-hand comments on their respective strengths and weaknesses. Given what is possible, the course descriptions serve as stimuli to new ideas, variations and alternatives tailored to specific curricular challenges. Then in developing new courses, the *Sampler* served as a reference of existing knowledge, minimizing the cost of reinventing the wheel. Finally, the *Sampler* is a documentation leading us to the realization that booklearning and lifelearning are complementary and that experiential education can indeed expand our capacity to learn about life and subject matter.

Jane Szutu Permaul

Los Angeles, California
April, 1981

# ACKNOWLEDGMENTS

We would like to acknowledge the contributions of a number of people who assisted the authors at various stages of data collection and production.

Project staff is greatly indebted to the Project Advisory Group for their conceptual input and review of project activities: Kathleen Boggs, University of Utah; Rosemarie Bowler, San Francisco State University; Paul Breen, San Francisco State University; Robert A. Johnson, University of San Francisco; Jane Permaul, University of California, Los Angeles; Ellen Pillard, University of Nevada, Reno; Robert Spotts, Far West Laboratory; and Jon Wagner, University of California, Berkeley. We also acknowledge the support and guidance throughout the project of Ron Bucknam of the National Institute of Education.

Interviews with course instructors were conducted by Barbara Hart, San Francisco; Thomas Holtgraves, Nevada; and Marcia Mendelsohn, Utah. Terry Richards, University of California, Berkeley, and Don Casella, San Francisco State University, provided logistical assistance on data gathering efforts.

At Far West Laboratory, the directory entries were edited by Kendra Bonnett and production typing was coordinated by Marcia Petty and Mary Dean.

We greatly appreciate the input and enthusiasm of the 85 faculty members primarily from California, Nevada, and Utah, who contributed descriptions of their courses. Their names are listed in Appendix D. We are also grateful to Robert Sexton, Council on Higher Education, Frankfort, Kentucky; Ellie Greenberg, CAEL Regional Manager, Littleton, Colorado, and Urban Whitaker, San Francisco State University, for their review of the draft version of the Sampler.

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# OVERVIEW

*No man's knowledge here*
*can go beyond his experience.*
*— John Locke*

# OVERVIEW

## Background

Many research and evaluation studies and increasing numbers of advocates from educational institutions support the premise that no one institution can or should provide all experiences needed for effective and sustained learning by students. As a result, many instructors at the postsecondary level are organizing the learning environment so that the teaching/learning process becomes more of a blend of learning activities--a blend that often includes planned experiences in the community to augment or reinforce learning.[1] These experiences occur at various campus or community sites which provide field placement opportunities for students.

A fairly recent movement at the postsecondary level has been the increased use of community-based activities in liberal arts courses, particularly in the social sciences and humanities. There are some obvious advantages to using experiential learning activities in the liberal arts curriculum at this time when the future direction of that curriculum is in question.[2] Practically speaking, internships or other activities give liberal arts students much needed exposure to the working world, increase their employability potential, demonstrate to employers the value of a liberal arts education, and provide service to the community. These benefits to the student, the community and the university have been documented by instructors and administrators of programs using community or field-based learning activities.

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[1] The term community-based learning activity is meant to encompass any planned and supervised nonclassroom activity undertaken by the student to attain a specific learning objective and with the guidance of academic or community sponsors.

[2] See for example "Doldrums in the Ivies" by Mark B. Ryan, Change, November/December 1980, 33-38+; "The Future of Liberal Education" by Theodore M. Hesburgh, Change, April 1981, 36-40; "Issues for the Humanities in the 1980's" by Arthur M. Cohen, Liberal Education, Summer 1979, 172-181; "Careers, Competencies, and Liberal Education" by H. Bradley Sagen, Liberal Education, Summer 1979, 150-166; and "Reality Classrooms: Field Experience and Undergraduate Education" by S. Morton Altman, Improving College and University Teaching, Winter 1978, 56-60.

In addition to these practical and professional benefits, other advantages of including field-based activities in the learning program have been cited. Some additional benefits, according to Altman, include the opportunity to demonstrate problem process connection, to experience and at least partially understand the whole without losing sight of critical details, to connect concepts and theories taught in books and lectures with real situations, to be in contact with people viewing education from other perspectives, to generate or test sets of values, and to take risks and make mistakes.[3]

According to Sexton, using experiential learning activities will "expand the potential and enhance the effectiveness of liberal arts education" which will in turn serve the most traditional goal of undergraduate education, that of "providing students with an understanding of the world around them in its historical, social and economic contexts, at a time when this aspect of education is suffering great difficulties."[4]

Sexton further claims this revitalization of the liberal arts will serve both the learner and the society by: (1) helping students understand the nature of man in the environment; (2) motivating students not naturally attuned to so-called "theoretical" learning: (3) addressing matters of moral choice, ethical decisionmaking and, the potential of citizenship; and (4) recognizing the value of certain "liberal skills" acquired in a liberal arts education.[5]

Lists of these "liberal" or "adaptive" skills are available in the literature. Most include skills in the areas of information management, design and planning, communications, research and investigation, human relations, critical thinking and valuing.[6] Some instructors have recognized the value of emphasizing the acquisition of these skills and have made their development a specific objective of their course.[7] However, simply focusing on skill development is not enough. Any skills, according to Sagen, in order to be credible, must eventually be credentialed in work-related settings "in ways that potential employers will accept as valid predictors of effectiveness on the job."[8] He cites the internship as the most widely used method of demonstrating competence in a work setting, but cautions that "most internships have not been developed as effectively as they might be."[9] This problem of developing and implementing effective experiential learning activities is the focus of this study being conducted at Far West Laboratory.

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[3] Altman, S. Morton et al. Improving College and University Teaching, 1978, p. 57.

[4] Sexton, Robert F. "The Promise of Experiential Education for the Liberal Arts" in Dimensions of Experiential Education, Robert Sexton, ed. National Center for Public Service Internship Programs, 1976, p. 29.

[5] Ibid. pp. 31-34.

## The Current Study and the Sampler

What does it take to implement community-based learning activities into the postsecondary curriculum? This question is the focus of the Experience-Based Education Implementation Research project at Far West Laboratory. The first phase of the study, completed in 1980, focused on the changing role of the teacher who, in experience-based programs, becomes more a facilitator or coordinator of learning than an instructor or lecturer. Project staff developed a set of training materials for educators interested in planning with, monitoring and assessing students in experiential learning programs.[10] At this time it became clear, however, that in addition to general acceptance of the rationale for this approach and the recognition by the faculty of certain role demand, there was a need for more information about specific instructional processes and teacher/student roles, as well as for examples of field-based activities in use. Thus, the current project has addressed itself to the study of the folowing questions: (1) What kinds of community-based learning activities are used in postsecondary social science and humanities courses and how are these activities integrated into overall course designs; (2) What is needed to implement these courses; and, (3) What is the impact of these courses in terms of providing quality learning experiences and enhancing students' employability development? This *Sampler* is an outcome of research efforts related to the first of these three study questions.

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[6] See for example Breen, Paul. San Francisco University. Unpublished paper, 1980; Watkins, Ed. "Integrating the Life Development Concept into the Curriculum," New Directions for Education, Work, and Careers," San Francisco: Jossey-Bass 6, 1979, pp. 49-74; Munce, John W. "Toward A Comprehensive Model of Clustering Skills," Occasional Paper #1, NSIEE, 1735 Eye Street, N.W., Suite 601, Washington, D.C. 20006; and Sagen, H. Bradley. "The Professions: A Neglected Model for Undergraduate Education," Liberal Education, 59, 1973, 510.

[7] See the Course Description of "Career Experience Internship" on p. 35 of the Sampler.

[8] Sagen, H. Bradley. Liberal Education, p. 154.

[9] Ibid. p. 161.

The *Sampler* contains detailed descriptions of selected courses in the social sciences and humanities which illustrate some of the ways that classroom learning is augmented through the use of planned, off-campus learning activities. The field activities are meant to improve the course, not to replace other forms of learning activities. They are an attempt by the instructor to offer students a "balanced diet" from the educational menu and to expose the student to all parts of the learning cycle as described by Kolb: opportunities for (1) concrete experiences; (2) observation and reflection; (3) formation of abstract concepts and generalizations; and (4) testing implications of concepts in new situations.[11]

A good illustration of the potential for this interplay of field and classroom activities to have a positive impact on the student's learning is offered by Robert Sexton in the following anecdote:

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[10] Jenks, C. Lynn and Murphy, Carol J. *Experience-Based Learning and the Facilitative Role of the Teacher*. San Francisco: Far West Laboratory for Educational Research and Development, 320 pp. $19.00.

[11] Kolb, David A. and Fry, Ronald. "Toward an Applied Theory of Experiential Learning" in Cary Cooper, ed. *Theories of Group Processes*. London: John Wiley and Sons, 1975

> The possibilities of this broad learning taking place in a different setting than the standard classroom were made obvious to me while administering a state government internship program. For several years I had tried to interest American history students in southern politics by assigning T. Harry Williams' biography of Huey Long. Students in upper level history courses reacted negatively to the book--it was a disaster. It was too long (approximately nine hundred pages) and its detail was oppressive to students with a limited awareness of the relationship between politics and administrative manipulation. Quite logically they questioned why they needed to read nine hundred pages to get the 'information' they thought the book contained; the 'understanding' the book could have provided was unavailable to all but few.
>
> But my seminars for full-time undergraduate interns in state government provided an interesting reverse. All the interns were in situations where they did real work with administrators of government agencies that reported to the governor. The interns were aware of the implications of gubernatorial power through their internship assignments, not the seminar. When the seminar reached the point of reflecting on the role of contemporary governors, *Huey Long* was again assigned. The book took on new relevance and meaning for the students. They could identify immediately with both Huey Long and his administrative milieu. 'My agency would have reacted differently in that situation.' 'The governor did that to our department,' were their reactions, indicating that each student had a peg on which to hang the information in his or her mind. *Moreover, the wealth of detail and analysis in the book, formerly a hindrance, now became an advantage; a thorough analysis of the milieu of one governor and one state political/administrative structure in the context of practical experience brought understanding.*[12]

The data sources for the course descriptions in the *Sampler* are faculty from postsecondary institutions located primarily in California, Nevada, and Utah. Project staff completed 68 personal interviews with instructors who not only outlined the structure and process of their courses, but also discussed the implementation problems they had encountered and the results or outcomes they had observed.

This interview data, together with course information forwarded to us by other interested faculty, are presented in the *Sampler* in either a two-page format or in a more condensed half page description. The length of the description is related to the data gathering procedure and to the number and variety of other courses in that subject area. It does not reflect the quality of either the course itself or the instructor's input. Each course description was sent to the instructor for his or her review. A prototype version of the Sampler was critiqued by a panel of reviewers.

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[12] Sexton, Robert F. *Dimensions of Experiential Education*, p. 31. (Emphasis ours.)

Eighty-six course descriptions are presented here in general subject categories which do not always adequately reflect the interdisciplinary nature of the course or even the department to which a particular course belongs. Our aim was to assist the user by grouping together courses of related subject matter content. In addition to the basic data about the course, i.e., title, department, credit, enrollment, etc., each two-page entry includes information on the following:

(1) IMPLEMENTATION. The history or initial motivation for starting the course; any problems or suggestions the instructor mentioned regarding course planning, community resource development, monitoring or evaluation procedures; any special financial or logistical requirements.

(2) RESULTS. The instructor's observations or personal feelings about the benefits and effectiveness of the course for the students, the institutions and the community; the impact of the course on the instructor's own personal and professional life.

(3) TEACHING/LEARNING PROCESS. A description of how the community-based activities fit into the total course design, what preparation is needed by the student and the teacher for this course, what activities the student engages in both at the site and in the classroom, what kind of supervision is used, what the course requirements and student products are, and how the student's progress is evaluated.

Many instructors provided not only information on their courses, but also sample forms such as learning contracts or evaluation forms that are used in their courses. The authors feel that the inclusion of some of these as examples will be useful to administrators or instructors designing their own forms, and we have included a number of examples in Appendix B.

The Index of Course Descriptions is intended to provide a brief overview of the variety of entries as well as a means for a comparison of certain key features such as the nature of the field activity and the type of product, or the amount of credit and the number of field and class hours.

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Finally, it should be said that this document is a summary report of conversations with educators, each of whom is using experience-based learning activities for a variety of different purposes and in many different ways. One overall impression that project staff received was that of the variety of conditions and influential factors that contribute to the scope and purpose of the different courses. It is clear that there is no one way to implement experience-based learning. Subject matter dictates, departmental priorities, the type of students involved, the availability of sites and most of all, teacher skills and attitudes will all contribute to the course design and implementation.

It would be overly simplistic to advocate that these descriptions could be used as models for course design. Each is the result of one instructor's response to his or her own particular learning environment's requirements, constraints, and available resources. These descriptions can only provide background information, examples, and testimonial that there are ways to integrate the community and the classroom.

No commentary or data analysis is offered by project staff in this publication.[13] It is hoped that reading these descriptions may help faculty anticipate potential problems in using community resources, may provide ideas for designing their own activities and will identify colleagues from whom additional information can be obtained.

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[13] See Jenks, C.L. and Murphy, C.J. Integrating the Community and the Classroom: Implementing at the Postsecondary Level. San Francisco: Far West Laboratory for Educational Research and Development, 1981.

# INDEX OF COURSE DESCRIPTIONS

*Experience is the child of Thought*
*and Thought is the child of Action.*
*We cannot learn men from books.*

*—Benjamin Disraeli*

# INDEX OF COURSE DESCRIPTIONS

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| ANTHROPOLOGY | | | | | | | | |
| Museum Training for Anthropologists | 5 | junior; senior | 3 semester units | 8 hrs/wk a State Museum | twice/semester | individual research project | research project (50%); participation in seminar (25%); performance at site (25%) | 18 |
| Field Course in Archaeology | 108 | all | 5 quarter units | 6 hrs/wk at "dig" site | twice/wk | field notes; catalogued artifacts; paper | performance at site; written work | 20 |
| ARCHITECTURE | | | | | | | | |
| Introduction to the Practice of Community Design | 20-25 | junior; senior | 5 quarter units/ 2 quarters | 10-12 hrs/wk in community housing or design agency | 3 hrs/wk | field notes; field assignments; individual research project | class participation; project field notes; performance at site | 22 |
| ART | | | | | | | | |
| Art & Cultural Practice | 15 | junior; senior | 5 quarter units/ 2 quarters | 10 hrs/wk at arts organization | 3 hrs/wk | journal; term paper | seminar participation (1/3); term paper (1/3); performance at site (1/3) | 24 |
| Post Graduate Orientation | 15-20 | junior; senior | 2 semester units | field trips | 2 hrs/wk | resume; job applications; artwork; research project | written products; two exams | 26 |
| BUSINESS | | | | | | | | |
| Internship | 6 | senior | 3 semester units | 20 hrs/wk at field placement | 3 per semester | term paper | term paper (1/3); job performance (2/3) | 28 |
| Accounting Internship Program | 20 | junior; senior | 3 semester units | minimum 15 hrs/wk at job | 3 per semester | 3 monthly reports; journal | written work; performance at site | 30 |
| Management Internship | 4-15 | junior; senior | 6 semester units | 20 hrs/wk at business site | 9 per semester | paper | paper; seminar participation; work performance | 32 |
| Internship in Business | 20 | junior; senior | 3 semester units | 20 hrs/wk at business site | none | term project | term project | 34 |
| CAREER STUDIES | | | | | | | | |
| Career and Life Planning | 12 | junior; senior | 3 semester units | concurrent with job or placement | once/wk | four papers | papers; seminar participation | 35 |
| Career Experience Internship | new | undergrad | 3 semester units | full- or part-time job | yes | log | written work | 35 |
| Career Development | 16 | sophomore; junior; senior; grad | 3 semester units | 20 hrs/ wk at a job | 3 hrs/wk | journal; individual Career Development Plan | written products; participation; progress in terms of objectives | 36 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| Colloquium in Career Planning | 50 | junior; senior | 3 semester units | 3 field trips; interviews; community events | twice/wk | 3 field reports; two papers; resume, degree program worksheet | written work; seminar participation; self-evaluation | 38 |
| COMMUNICATIONS | | | | | | | | |
| Media and Society | 20 | senior | 5 quarter units/ 2 quarters | 10 hrs/wk at field placement | 3 hrs/wk | journal; written product | seminar participation (40%); journal (20%); term project (20%); performance at site 20%) | 40 |
| Broadcast Communication Arts Internship | 35 | junior; senior | 3 semester units | 10 hrs/wk at broadcast agency | 1 hr/wk | journal; final paper | job performance; written products; personal & professional growth | 42 |
| Speech Communication Internship | 5-10 | junior; senior | 3-10 quarter units | 12-40 hrs/wk at campus or off-campus agency | none | journal; paper; agency project | performance at site; paper | 44 |
| Creative Dramatics | 16 | all | 3 semester units | minimum 8 hrs at school or youth agency | 3 times/wk | journal; individual project | journal; individual project; exam | 46 |
| Film Internship | 7-12 | mostly grad | 3 semester units | part-time placement in filmmaking | none | report; self-evaluation | report; performance at site | 47 |
| ECONOMICS | | | | | | | | |
| Global Economy | 15-20 | junior; senior | 5 quarter units/ 2 quarters | 10-12 hrs/wk at international economic organization | 3 hrs/wk | journal; take-home exam; research paper | performance at site; written work; seminar participation | 48 |
| EDUCATION | | | | | | | | |
| Practicum with Children [illegible] Families | 15-20 | undergrad | 3-5 semester units | 6 hrs/wk at campus Child & Family Center | 1/2 hr twice/wk | none | performance at site (100%) | 50 |
| Internship in Educational Administration | 6 | grad | 1-9 semester units | 67 field hrs per credit at educational agency | twice/semester | journal; final paper | performance at site (80%); written products (15%); seminar participation (5%) | 52 |
| Field Experience in Educational Administration | 2 | grad | 1-4 semester units | part-time placement at educational agency | none | paper or research report | paper (75%); performance at site (25%) | 54 |
| Education Field Studies | 25 per section | undergrad | 1 quarter unit per 3 hours fieldwork | minimum 3 hrs/wk at educational agency | yes | individual project | written report; agency evaluation | 55 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| ENGLISH | | | | | | | | |
| Practical Writing & Editing | 50 | senior | 4 quarter units/ 3 quarters | 10-12 hrs/wk at field placement | weekly | individual writing assignments; oral presentation; final report | written products (55%); performance at site (30%); seminar participation (15%) | 56 |
| Literary Magazine | 15 | junior; senior | 3 semester units | use printing facilities | weekly | magazine | contribution to magazine; group process | 58 |
| Editorial Internship | 3 | junior; senior; grad | 1-6 semester units | 10-40 hrs/wk at publishing house | none | writing and editing on the job | job performance | 60 |
| Shakespeare in Production | 35 | junior; senior; grad | 2.5 quarter units | videotape in community locations | variable according to production schedule | group production of play; individual essay | performance (50%); essay (50%) | 62 |
| Writers in Society | 20 | junior; senior | 5 quarter units | 10 hrs/wk at literary agency | 3 hrs/wk | journal; writing and presentation of piece of fiction; term project | participation in seminar (3/5); field work (1/5); term project (1/5) | 64 |
| Telling One's Story: Women's Journals Then and Now | 20 | all | 3 semester units | individual research | 3 hrs/wk | journal exercises; individual research | individual projects (50%); writing assignments (50%) | 66 |
| Publishing | 3 | undergrad | 6 semester units | part-time field placement | once a week | four papers | written work; seminar participation | 66 |
| Advanced Analytical Writing | 12 | junior; senior | 3 semester units | concurrent with job or internship | once a week | short essays; final paper; resume | written work | 67 |
| ENVIRONMENTAL STUDIES | | | | | | | | |
| Internship in Conservation and Resource Studies | 15 | junior; senior | 12-15 quarter units | full-time placement at environmental agency | individual conferences | journal; summary paper | performance at site; written work; fulfillment of objectives | 68 |
| GEOGRAPHY | | | | | | | | |
| Fieldwork in Urban Geography | 15-20 | junior; senior | 4 semester units | 3-4 hrs/wk at urban site | weekly | group products (written report on site with individual student segments) | final product (90%); participation in group effort (10%) | 70 |
| Geography Field Seminar | 10-24 | junior; senior; grad | 2 quarter units | 7 day group field trip | daily during trip | two on-site presentations by each student including written handouts | two field presentations; participation in discussions; research and handouts | 72 |
| Geography Field Studies | | junior; senior | 4 quarter units | 8 hrs/wk at community agency | bimonthly | journal; paper or project | performance at site; written work | 74 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| HEALTH | | | | | | | | |
| Field Work in Community Health | 8-9 | senior; grad | 2 semester units | 1 day/wk at community health agency | once during semester | journal; written report; individual projects | performance at site; paper; student attitude and initiative | 75 |
| Supervised Field Experience | 6-20 | junior; senior | 3 quarter units | part-time placement at health agency | 3 times/wk | group project; individual project | written products; peer assessment; seminar participation | 75 |
| Practicum in Behavioral Science and Health | new | senior | 8-12 quarter units | 20-40 hrs/wk with physician or clinic | none | journal or research report | written product; student's analysis of experience | 76 |
| Public Health Residency | 30 | grad | residency: 8<br>seminar: 2 quarter units | full-time placement in health setting for 3-6 months | once/wk for 9 wks following residency | projects at site; final reports; short critical papers | performance at site; written work | 77 |
| Fieldwork in Community Health Education | 25-30 | senior | 6 semester units | 20 hrs/wk at community agency | 3 hrs/wk | individual report on activities; team report | performance at site (40%); participation in seminar (30%); reports (30%) | 78 |
| Health Sciences Fieldwork | 7-48 | junior; senior | 1-3 semester units | 3-9 hrs/wk at community agency | individual conferences | individual report on activities; optional term paper | fulfillment of contract; written product; performance at site | 80 |
| HISTORY | | | | | | | | |
| Principles of Historic Preservation | 8 | junior; senior; grad | 3 semester units | 5-10 hrs/wk at field site | twice/wk | group proposal with individual research and reporting | proposal (60%); two in-class tests (40%) | 82 |
| I. Applied Historical Programs<br>II. History Internship | 6-20 | junior, senior with permission; grad | 5 quarter units each | I. 7 field trips<br>II. 6-8 hrs/wk at field placement | I. twice/wk<br>II. individual conferences | I. two descriptive papers on agencies<br>II. report; performance at site | I. two papers; seminar participation<br>II. report; performance at site | 84 |
| Historiography and Historical Analysis | 20 | junior; senior | 3 semester units | individual research | 3 times/wk | bibliography; two essays; historical paper | seminar participation; written work | 86 |
| History of California Business | 10 | junior; senior | 5 quarter units | 10-12 hrs/wk in business related agency | once/wk | weekly field assignments; class preparation; summary paper | performance at site; seminar participation, written work | 87 |
| JOURNALISM | | | | | | | | |
| Magazine Production | 15-23 | junior; senior | 3 semester units | reporting assignments; printing services | 3 times/wk | two issues of magazine per semester | ability to meet deadlines; in-class exercises and quizzes; editorial and production contributions | 88 |
| Journalism Internship | 8-20 | junior; senior | 3 semester units | 120 hrs/semester at news agency | monthly | journal; research paper; self-assessment | performance at site (85%); papers (15%) | 90 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| PHILOSOPHY | | | | | | | | |
| Philosophical Issues of Work | 20-25 | junior; senior | 4 semester units | 15 hrs/wk at field placement | 2 hrs/wk | three papers | written work; performance at site | 92 |
| Philosphy Internship | | grad | | full-time placement | none | research or project | written work | 93 |
| POLITICAL SCIENCE | | | | | | | | |
| Public Service Internship | 12-15 | senior; grad | 3 semester units: internship<br>1 for seminar | 12-15 hrs/wk at local community agency | weekly | journal; research project | performance at site; journal and paper; seminar participation | 94 |
| Congressional Internship | 4 | junior; senior | 6 semester units | full time at U.S. Senator's office in Washington, D.C. | bi-weekly written report to instructor | periodic reports, summary report of activities | summary report; performance at site | 96 |
| Municipal Internship | 6-10 | junior; senior | 4 semester units | 12-15 hrs/ wk at local government agency | weekly | three in-class papers; a final paper on given topic | papers and seminar participation (60%); performance at site (40%) | 98 |
| Practical Politics | 15 | junior; senior | 4 semester units | 5-10 hrs/wk with political agency | twice/wk | journal; book report; strategy paper | level of activity (45%); book report (10%); paper (10%); 2 exams (20%); class participation (15%) | 100 |
| Introduction to Policy Analysis | 35-40 | grad | 4-5 quarter units/ 2 quarters | 10 hrs/wk at local agency in second quarter | twice/wk in first quarter | written reports; group project | project; performance at site | 102 |
| Public Advocacy and the Law | 15 | junior; senior | 5 quarter units/ 2 quarters | 10-12 hrs/wk at legal service agencies | 2 hrs/wk | journal; final paper | performance at site (50%); written work (25%); in-class exercise (25%) | 104 |
| Preparation for Work in the Legal Services | 25 | undergrad | 5 quarter units | a few hrs/wk guest speakers | twice/wk | bibliography; two papers; interview write-up | oral and written work | 106 |
| The Lesiglative Process | 18 | community college | 3 semester units | minimum 3 hrs/wk at local government agency | every 2 or 3 wks | journal; project or paper | written products; participation at site and in seminar | 106 |
| Political Internship Program | 20 | junior; senior | 5 quarter units/ 2 quarters | 12-15 hrs/wk at local agency | once every 2 wks; alternates with individual tutorial | journal; short papers; research project; oral presentation | oral and written work | 107 |
| Law in Action | 18-35 | junior; senior | 3 semester units | observations at community agencies | weekly | individual report; panel presentation | quiz (40%); report (40%; presentation (20%) | 107 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| PSYCHOLOGY | | | | | | | | |
| Community Involvement Program | 60-70 | junior; senior | 1-6 semester units | 30 hrs/unit of credit at community agency | twice/semester | term paper or journal | fulfillment of contracted hours and course forms; seminar attendance; written product; performance at site | 108 |
| Practicum in Counseling Families | 3 | grad | 3 semester units | 10-15 hrs/wk at community counseling facility | weekly | journal; written report on activities | performance at site (80%); participation in seminar (10%); report (10%) | 110 |
| The Developing Child in Contemporary Society | 12 | junior; senior | 5 quarter units/ 2 quarters | 10 hrs/wk in child care agency | 2 hrs/wk | journal; paper; oral presentation | performance at site (1/3); seminar participation (1/3); written work (1/3) | 112 |
| Pre-Career Exploration in Clinical Psychology | 20 | junior; senior | 18 units/ 2 semesters | 16 hrs/wk in clinical setting | once/wk | journal; annotated bibliography; 2 projects | seminar participation; projects and reports; student development | 114 |
| Psychology Field Experience | 30 | junior; senior | 1-6 quarter units | part-time placement at mental health or social agency | 3 times/quarter | report | performance at site | 114 |
| Creativity & Architectural Psychology | 25-35 | all | 3 quarter units | field visits | twice/wk | final paper | written products; in-class exercises | 115 |
| Field Experience in Adolescent Development | | junior; senior | 3-9 semester units | 10-30 hrs/wk at community agency; visit 2 other agencies | once/wk | critical incident journal; short papers; group presentation; final paper | performance at site; seminar participation; written work | 115 |
| Community Psychology | 10 | junior; senior | 5 quarter units | observation & data gathering at various community agencies | once/wk | research design and instruments; written report | research project | 116 |
| Psychology Field Services | 20 | junior; senior | 2-4 semester units | 4-12 hrs/wk in agency | bi-weekly | journal | performance at site | 117 |
| SOCIAL SERVICES | | | | | | | | |
| Crisis Intervention | 55 | undergrad | 3 semester units | 3 hrs/wk at local crisis-oriented agency | 3 times/wk | research paper or report of activities and self-assessment | in-class exams (66%); paper and performance at site (33%) | 118 |
| Field Experience: Child and Family Studies | 5-10 | junior; senior | 8 semester units | 45 hrs/unit at community agency (90 hrs/unit if paid) | weekly | journal; summary paper or presentation | journal and report; performance at site | 120 |
| Introduction to Social Services | 102 | freshman; sophomore | 3 semester units | 3 hrs/wk in community social service agency | weekly | paper describing agency visited (non-major) or paper describing and evaluating volunteer experience (major) | exams (70%); paper (20%); seminar participation (5%); site performance (5%) | 122 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| Field Experience in Social Services | 30-35 | junior; senior | 5 semester units/ 2 2 semesters | 12 hrs/wk at social service agency | weekly | journal; report of activities and self-assessment | site performance (85%); seminar participation (10%); paper (5%) | 124 |
| Field Course in Social Science | 20-25 | sophomore to grad | 3 semester units | 6-20 hours/week at community agency | weekly for 1st half; individual conferences 2nd half | journal or research paper | mid-term; written product | 126 |
| Center for Institutional Change | 30 | junior; senior | 4 semester units | minimum 8 hrs/wk at community agency | once/wk | journal; two written critiques | seminar participation; written work; agency evaluation; self-evaluation, peer evaluation | 128 |
| Criminal Justice Internship | 10 | junior; senior | 1-6 semester units | 40 hrs/unit of credit at community agency | none | written reports on activities at 3 stages of internship | written reports; satisfactory completion of placement contract | 130 |
| Justice Administration Practicum | 20 | junior; senior | up to 8 semester units | minimum 112 hrs at field agency | weekly | journal; letters of inquiry to agencies; summary paper; survey or research project | performance at site; written work; tests | 132 |
| Executive Internship | 4-20 | junior; senior | 1-8 semester units | 20-40 hrs/wk in youth agencies | none;submit weekly reports | individual project for agency | performance at site (50%); completion of goals (25%); weekly reports (25%) | 134 |
| Community Mental Health | 24 | junior; senior | 5 quarter units/ 2 quarters | 10-12 hrs/wk at mental health agency | once/wk | journal; paper | written work; performance at site; seminar participation | 134 |
| Community Involvement Program | 20-30 | freshman; sophomore | 1-3 semester units | part-time field placement | once/month | journal; paper | journal; paper; agency evaluation; seminar participation | 135 |
| Social Work as a Profession | 150<br>6 sections | senior | 5 quarter units/ 2 quarters | 8 hrs/wk at social service agency | twice/wk | term paper; field log; written and oral class assignments | class assignments; written work | 136 |
| Social Services | 7 | seniors | 6 semester units | part-time field placement | once/wk | four short papers; report | written work; seminar participation; agency evaluation; fulfilling objectives | 137 |
| Preparation for Fieldwork: Perspectives in Human Ecology | 40 | sophomore; junior; senior | 4 semester units | case study | weekly | presentation to panel of community experts | oral and written work | 138 |
| Sponsored Field Learning/ Internships | 20 | junior; senior | 6-15 semester units | off-campus internship | none; written reports | learning plans; journal; self-evaluation; written assignments | oral presentation; written work | 139 |
| URBAN STUDIES | | | | | | | | |
| Urban Internship | 12-24 | junior; senior | fieldwork: 3 units<br>seminar: 1 unit | 15 hrs/wk field placement | bi-weekly | journal; topic papers | written work; seminar participation; performance at site | 140 |

| COURSE TITLE | # STUDENTS | LEVEL | CREDIT | FIELD COMPONENT | SEMINAR | PRODUCTS | BASIS FOR STUDENT EVALUATION | PAGE # |
|---|---|---|---|---|---|---|---|---|
| Field Experience in Community Problem Solving | 20 | junior; senior | 9-15 semester units | 20 hrs/wk at community organization | once/wk | learning contract; group project; daily log; class presentation | fulfillment of objectives; self-assessment | 142 |
| The Ecology of Urban Organizations | 20 | junior; senior | 15 semester units | 3-1/2 days/wk | 1 day/wk | weekly assignments; research project | participation at site and in seminar | 143 |

# COURSE DESCRIPTIONS

*A true experience is suffered information.*
—*Paolo Soleri*

# COURSE DESCRIPTION

**Title:** Museum Training for Anthropologists

**Department:** Anthropology

**Contact:**
Kay Fowler
Anthropology Dept.
University of Nevada
Reno, NV 89557

**Credit:** 3 semester units

**Enrollment:** Average of 5 students

**Student Level:** Undergraduate juniors and seniors; graduate

**Schedule:** 8 hours per week at the field site; 2 seminars during the semester

**Purpose:** The course is similar to an apprenticeship. It familiarizes students with museum procedures, both archaeological and ethnographic, and gives them research experience.

## IMPLEMENTATION

This course was developed seven years ago as a part of the general museology program. The State Museum committed some of its staff's time to help train university students. Both the Museum and the University fund the program. The instructor teaches the course on a voluntary basis. She does not receive teaching credit for it.

In order to teach this type of course, a faculty member must have background skills in museum management, conservation and curatorial techniques. The instructor reports that the only problems in teaching the course lie in helping students select new areas to explore for research projects.

There are no plans to expand the course, since museum facilities could not accommodate any more students. The instructor would like to plan some field trips to museums in the San Francisco area.

## RESULTS

The instructor feels that as a result of taking this course students develop research skills and become familiar with museum procedures. This exposure to the workings of a museum helps students decide if they want to pursue museology as a career. It is also good preparation for graduate work.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is required for a minor in museology. The only prerequisite is introductory anthropology. Prior to enrolling in the course, the instructor interviews each student. If a student appears deficient in some area, the instructor will assign special readings. No formal plan is developed.

**Activities:** The Nevada State Museum, which is 30 miles from the campus, is the field site. There, the students work under the direct supervision of the museum's curator of anthropology, learning how to catalog artifacts, to spot-check for conservation problems, to assemble exhibits, and how to protect and store objects.

Students also complete individual research projects, which might be to update museum records, to make a display, or to work on a particular collection. Some past research projects incude a history of Navaho textiles, the identification of mammal bones, and a description of Southwestern Indian ceramics.

The seminar meets twice during the semester. The first meeting is a discussion of general museum procedures, such as cataloguing, curation, and conservation. At the second meeting students present oral reports of their research projects. The museum staff attends and participates in the seminars.

The instructor makes site visits to the museum and talks with the supervisor. She also has individual conferences with the students. The student's grade is based on the following: 50% research project; 25% participation in seminar; 25% performance at site. Both the instructor and the site supervisor read and evaluate the research paper. The supervisor makes verbal comments regarding the student's work at the museum; there is no formal written evaluation.

# COURSE DESCRIPTION

**Title:** Field Course in Archaeological Methods

**Department:** Anthropology

**Credit:** 5 quarter units

**Enrollment:** 108 students

**Student Level:** Undergraduate

**Schedule:** 3 hours per week in class; 6 hours per week at the "dig" site

**Contact:**
James Deetz
Department of Archaeology
University of California
Berkeley, CA 94720

**Purpose:** The course gives students an opportunity to learn and practice the skills associated with digging and cataloguing and to become familiar with the practices associated with documentary history, historical demography, oral history and family reconstruction.

## IMPLEMENTATION

The course has been in existence for two years. It began as a result of the instructor's interest in and the availability of a particular historical site and also because of the need to provide students, especially undergraduates, with some practical experience in the field. The number of students that enrolled in the course was greater then the instructor anticipated, and rather than limit enrollment, he has made efforts to accommodate this large number by applying for research assistants. One of the greatest problems is the logistical one of getting the students to the site. The University provides some of the transportation and students contribute $5 each at the beginning of the quarter to cover the rest.

The instructor has a two-year research plan for continuing activities at the site and intends that the activities will be primarily carried out by undergraduates. He has also arranged for exhibits of the artifacts at the University's museum of anthropology.

## RESULTS

In addition to a positive student response to the course, the activities associated with this "dig" have been well-documented in newspapers and on videotape. A 20-minute segment in a public television series on anthropology was devoted to this project. Exhibits of the artifacts uncovered at the site are exhibited to the public at the University's Lowie Museum of Anthropology. The instructor is the director of this Museum.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is an elective, open to all undergraduate anthropology majors. There are no prerequisites for the field project.

**Activities:** Students work with field project researchers in the investigation and excavation of an abandoned nineteenth-century mining town in California. Once a week students travel 34 miles from the campus to dig at the site under supervision of the the course instructor and three graduate students. Students are allowed to repeat the course once for credit as an independent study, so there are usually about a dozen veterans from the previous quarter, which helps give the course continuity. The instructor stresses that it is unusual to have a field course offered for undergraduates.

Uncovered artifacts are brought back to the campus laboratory to be pieced together and analyzed by the students. The "dig," in combination with archival research (examining town documents) and oral histories (interviewing former town residents) will contribute to the "reconstruction" of this particular town. The focus of the project is on developing a social history of the town.

In addition to the fieldwork, students attend two class seminars per week. In these sessions they are given background and/or theoretical materials relating to both the specific site of the dig and to the field of historical archaeology in general. The instructor's aim is to define the field, to establish why it is important, and to fit it into the overall scheme of the discipline. In the seminar, students also share what they have been doing with others in the class. Occasionally exercises are given. For example, students calculate the percentages of various types of artifacts they have found across the site. These percentages are then graphed on a drawing of the site, suggesting the locations of certain buildings and forming a general layout of the town.

Students are required to keep field notes on their activities and findings at the site. In class, as well as at the field site, the instructor teaches students to take archaeological field notes. These field notes, together with a summary report of the experience, are submitted at the end of the course. This documentation is needed not only for evaluation of the student's contribution, but also as resource material for future course offerings and for the long-term research project itself, which the instructor expects to last at least 10 years.

Student reports concern such topics as drinking and drunkenness in the mining town, mining history, and an examination of certain aspects of mining history. The student's progress in the course is monitored by the supervisors at the "dig" site and by the student's field notes. The student's grade is based on performance at the site and written work. The instructor reports that the grades for this course tend to be high.

# COURSE DESCRIPTION

**Title:** Introduction to the Practice of Community Design

**Department:** Architecture

**Credit:** 5 quarter units for 2 quarters

**Enrollment:** 20-25 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 3 hour seminar; 10-12 hours per week at field placement

**Contact:**
Mary Comerio
Architecture Department
University of California
Berkeley, CA 94720

**Purpose:**

The course provides an introduction to community design in a structured sequence by which the students first gain insights into community organizations and then develop a specific community design project.

## IMPLEMENTATION

The instructor began this course two years ago out of her frustration with the lack of undergraduate students' experience in the area of community design. The students did not understand the political and human factors involved in being an architect in a community setting. This course adds a dimension beyond pure architectural design, giving the students an awareness of the human needs and the political pressures involved in community design. In the field, students often go through an initial period of shock when they begin to have first-hand contact with clients and see the nature of the political influences on the design process.

During the summer the instructor recruits the sites to be used during the academic year, visiting and speaking with site supervisors. Her criteria for site selection are that adequate supervision and opportunities for good learning experiences are available to the student. The work with the agencies, both in setting up and monitoring the field placement sites, requires more instructor time than for her other courses and there are some problems dealing with people who are not on the quarter system.

In order to teach the course successfully, the instructor needs skills in architecture, social science and politics, together with a familiarity with local agencies. He or she should also have some planning skills, an ability to facilitate group process, and a belief in the value of experiential learning as a way to blend theory and practice.

## RESULTS

The instructor reports that as a result of teaching this course, she gains satisfaction in seeing students develop in terms of real world activities. The course helps her build a network of contacts in local organizations.

Students report that they have been able to obtain jobs either at their placement site or at a different agency because they had work experience. They fill out course evaluations and have reported that this course opens them up to a series of non-traditional job opportunities for architects. The administration has been supportive, and there is a possibility of expanding this field-based approach in the future.

# TEACHING/LEARNING PROCESS

**Preparation:** Students enrolled in this course have completed the Introduction to Design course. Each student fills out an application form and is interviewed by the instructor. In the initial seminar session, the instructor outlines the student's responsibilities to the placement and discusses the list of potential placements. The student interviews with at least three agencies, makes a selection and defines his or her role in the agency setting.

**Activities:** Throughout the course, the interplay of the fieldwork and the seminar is designed to aid the students to gain a workable synthesis between the theoretical and the practical; between the readings, the seminar discussion, the fieldwork and the design projects.

Each student works 10-12 hours per week as an intern in a Bay Area organization related to the focus of the course. Sample placements include community design centers, environmental organizations, better housing agencies, community development centers, an architectural heritage organization, Center for Independent Living, Citizens for Affordable Housing, and Northern California Land Trust. The field placements are mainly nonprofit community organizations.

The three-hour seminar provides a setting for discussion of various concepts that will help the students in their work in community organizations, as well as provide a theoretical focus for the course. Some of the topics discussed include the role of the architect as an intervener; ethical considerations and social responsibility; migration and neighborhood planning; preservation and rehabilitation; crisis intervention; power and poverty. The first half of each seminar is spent on the assigned topic. In the second half, students break into small groups for discussion about their placements.

Each student develops and completes a project by the end of the second quarter. The projects are based on the student's analysis of a particular need at the agency. An outline of the proposed project is presented by the student at the end of the first quarter. Some projects include a plan for a local playground, a housing survey, an analysis of housing legislation, or guidelines for developing a central business district.

Every two weeks students turn in field notes, which incuded not only their reflections on their experiences, but also their completion of certain field assignments. For example, students are asked to map the neighborhood where their placement is located, including important landmarks, or to examine the power structure at their agency. The instructor reads the field notes and returns them with comments.

The student evaluation is based on class participation, the research project field notes and assignments, and the field supervisor's assessment. The supervisor's report is shared with the student.

See APPENDIX A for syllabus and APPENDIX B for application and evaluation forms.

# COURSE DESCRIPTION

**Title:** Art and Cultural Practice

**Department:** Interdisciplinary Studies

**Contact:**
Walter Menrath
Field Studies Program
2536 Channing Way
Bldg. E
Berkeley, CA 94720

**Credit:** 5 quarter units - 2 consecutive quarters

**Enrollment:** 15 students

**Student Level:** Primarily undergraduate juniors and seniors

**Schedule:** Weekly 3 hour seminar; minimum of 10 hours per week at field placement

**Purpose:** The course combines theoretical and practical explorations of the role of the artist and the function of art in contemporary society.

## IMPLEMENTATION

The instructor has taught the course for two years. He feels that in order to teach this type of course successfully a person will need to ensure the integration of theoretical knowledge with practice. A teacher will also need some familiarity with the field and local agencies. Criteria for agency selection are (1) that it is related to art, (2) that it designates a person as supervisor, and (3) that it provides work with educational value. In addition to a contact person, each agency provides a brief description of the work the student will be involved in. The time-consuming aspects of the course include making site visits and telephone calls and reading student journals every month. The instructor notes that it is sometimes a problem to get the students to prepare adequately for the seminar.

The course is part of a Field Studies Program at the University, which offers nine two-quarter courses that combine weekly seminars, readings, written assignments, and supervised internships in community agencies. The emphasis of this program, in both the field and the classroom, "is on individualizing the educational experience in ways that will help students make more realistic career choices, test their aptitudes in practice situations, and bring a renewed sense of relevance to their academic learning."

## RESULTS

The instructor feels that the experiences related to the course have a definite impact on the students' personal growth. They make contacts in the field and many have been asked to remain at the sites to work at paid positions. The instructor is planning a new course which will be an extension of this one.

# TEACHING/LEARNING PROCESS

**Preparation:** Pre-registration is required for the course. Students apply and are interviewed by the instructor. Each student completes a "Placement Work/Learning Agreement" form, which is used to clarify the exact nature of the student's involvement at the placement. The form includes learning goals; tasks, projects to work on; time commitment to the placement; and the nature of the relationship with the contact person at the placement. The instructor distributes a list of approximately 12-15 different arts organizations to the students. The student's interest is matched with the available placements. Acceptance at a placement is by mutual agreement following an interview.

**Activities:** In the words of the instructor, the course considers the "aesthetic, social, political, commercial, educational and therapeutic uses (and misuses) of art in discussions which integrate the readings with student experience in the field."

Seminar topics for the first quarter outline a conceptual framework for the field experiences with such topics as Theory and Praxis, Art and Knowledge, Public Functions of Art, Art as Social Institution, Avant Garde Art and Intellectual Development, and Popular Culture and High Culture. The seminar topics for the second quarter correspond to the major areas of the student's fieldwork, such as The Artist and the Public; Publishing and Performing; Dealing, Collecting and Display; Critical Mediation of Art; Art and Education; Art in Political Action and Community Development; Individual and Ethnic Identity in Art; and Art Therapy.

The course requirements include active and regular seminar participation, work at the field placement, a regularly kept journal about both seminar and fieldwork, and a term paper due at the end of the second quarter. Student field placements are in various public and private organizations and enterprises dealing with art in business, politics, entertainment, criticism, education, law, philanthropy, publication, community development, and mental health care.

Required readings for the course are taken from: John Berger, Ways of Seeing (New York: Penguin, 1977); Tom Wolfe, The Painted Word (New York: Bantam, 1978); Herbert Gans, Popular Culture and High Culture (New York: Basic Books, 1974); and a reader with about 50 articles compiled by the instructor.

Student progress is monitored through the journal, which is submitted monthly, and through the weekly seminar. In addition, the instructor maintains monthly contact by telephone with the field supervisor and periodically visits the sites. The student receives a letter grade for the course based on: seminar participation (1/3); fieldwork (1/3); and final paper (1/3).

See APPENDIX A for syllabus and APPENDIX B for field study learning contract.

# COURSE DESCRIPTION

**Title:** Post Graduate Orientation

**Department:** Art

**Contact:** James McCormick
Art Department
University of Nevada
Reno, NV 89557

**Credit:** 2 semester units

**Enrollment:** 15-20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 2 hour seminar; field trips to art resource sites; guest speakers from the community

**Purpose:** The course attempts to introduce students in the visual arts to a variety of occupational possibilities. Students do a research project in the community, visit local art studios and businesses, and discuss with professionals the practical aspects of employment in the arts.

## IMPLEMENTATION

The course was started six years ago in response to the feeling that fine arts students were "occupationally crippled" and needed some specific skills and contacts to assist them in the job market. The same instructor has taught the course since it was initiated six years ago. In that time a few changes have been made, including the addition of the videotaping of mock job interviews. More literature is available now, and some of the outdated topics have been revised.

The course requires considerable preparation time on the part of the instructor to assemble resources related to the different aspects of the art field and to coordinate presentations made by various professionals. Because such a wide variety of topics is covered, part-time lecturers are both desirable and necessary. The instructor recruits community resources, which include people from art galleries, private art firms, and professionals in art-related businesses.

The instructor feels that this course would also be helpful to some lower division students. In the future it may be expanded to include them.

## RESULTS

Students are introduced to some of the "hard facts" relating to the economic, legal, and accounting aspects of the art professions. Regardless of individual career plans, all students receive useful contacts and resources. Those going on to graduate school have indicated that the course has put them "ahead" of other graduate students.

Since this is a required course, the instructor meets every art major and is able to establish and maintain ongoing relationships with them. He appreciates the close contact he is able to have with the students as a result of this course.

# TEACHING/LEARNING PROCESS

**Preparation:** Student needs are determined based on a questionnaire that each student fills out at the beginning of the course. Each student produces written and graphic materials suited to his or her particular career aspirations.

**Activities:** The course is required for art majors. It assumes students have had no training in establishing occupational goals and attempts to familiarize them with specific opportunities as well as to help them acquire such job-seeking skills as preparing a resume and letters of application, interviewing, and presenting a portfolio.

In the seminar, students practice writing resumes and conduct mock job interviews, which are videotaped and discussed. The lecture and discussion topics for the seminar include income tax preparation; art work photography; copyright laws; resume writing; prices for art work; literature in the art field; museums-galleries; graduate, professional and technical training; portfolio preparation; letters of recommendation; grant writing; the artist and the law; job interviews; art competitions; preparation of camera ready art work; occupational choices; the small art business; cottage industry; newspaper classified ads; letters of application; safety in the arts. Professionals in the community are invited as guest speakers to address the various topics, and field trips are arranged for students to visit community art centers and professional studios.

Students may complete a research project relating to the role of the artist or to organizations of the arts in the community. They might, for example, compile a catalog of all art resource centers in the community. All students complete some art work for their portfolio and write a resume. The instructor critiques the student projects; the resumes and mock job interviews are displayed or viewed and discussed in class. A midterm and final exam are given. Student progress in the course is monitored in the seminar and by means of the two exams. The instructor evaluates the student on the basis of the written products--resumes and application letters--and the two exams.

# COURSE DESCRIPTION

**Title:** Internship

**Department:** Business Information and Computing Systems

**Credit:** 3 semester units

**Enrollment:** 6-7 students

**Student Level:** Undergraduate seniors

**Schedule:** 3 seminars during the semester; 20 hours per week at field placement

**Contact:** Sultan Bhimjee
Department of Business
Information and
Computing Systems
1600 Holloway
San Francisco State Univ.
San Francisco, CA 94132

**Purpose:** The course provides opportunities for students who have not had experience working with the design and development of an information system to (1) be exposed to the day-to-day opportunities of an information systems development team and (2) extend their knowledge in applied information systems to the real world.

## IMPLEMENTATION

The instructor received a $1,000 grant to develop the course which has been offered for four semesters. The key, he feels, is getting good students and having good field sites. Successful history of the course makes it easier to recruit new sites. The instructor recruits the community sites. He visits them, interviews a representative, and establishes the following conditions--good supervision for the students, training opportunities for them in positions that meet the program objectives, and a minimum wage of $5.00 an hour. The instructor has to be a sort of "salesperson" to both students and sites. This course requires more faculty time than other courses--in preparation and followup of placements, individual consultations with students, and record keeping.

The instructor believes it is important that the students have paid positions with the firms. The salaries offered through the program, however, are often less than the students could make at self-selected positions.

## RESULTS

The instructor feels that the students gain "tremendous perspective on content" from this course. They also have the opportunity to compare the "ideal" theory they are being taught with actual business practices (i.e., documentation practices) and to gain self-confidence and growth in interpersonal skills. Field experience gives students a chance for a kind of professional training without the full burden of being a professional. Although the interns have half-time jobs and go through a training process, their employer's expectations and attitude toward them is different because they are students.

The instructor has developed skills in dealing with community sites and in developing a curriculum based on these contacts. Although the instructor is responsible to both the students and the sites for the success of the program, he feels the benefits of such a course far outweigh the costs, and would like to start a second course to reach a larger segment of the student population. He is also considering changing the number of meeting times from three to five per semester.

# TEACHING/LEARNING PROCESS

**Preparation:** Enrollment in the course is by student application, which consists of a resume, the student's current course list, and faculty recommendations. The selection of students is based on student interest, grade point average, recommendations, and resume. The instructor recommends selected students to the participting firms who then interview the candidates. The firms have the option to veto the instructor's recommendation.

**Activities:** Each student placement is a paid position, lasting at least 16 weeks. It is a part-time position in the fall or winter semester and a full-time position in the summer term. The student intern assists in business applications programming in COBOL, FORTRAN, or BASIC; information systems analysis; and applications using statistical and quantitative techniques. The student is expected to (1) comply with the firm's normal rules and operating procedures, (2) fulfill the commitments to the firm for the work assigned, (3) provide input to both the project supervisor and the on-campus supervisor, which will assist in evaluating the ongoing experience and the final evaluation of the total experience, and (4) fulfill the requirements for academic credit for the experience as specified through the regularly scheduled seminars.

The seminar meets three times throughout the semester. During these meetings students make 15-minute presentations about their field experiences. Students are also required to write a 15-page term paper about some aspect of applied methodology related to their field of experience.

The instructor monitors student progress through the seminars, where he evaluates the ongoing experience and offers suggestions for improving it. He also contacts the sites via telephone once or twice during the semester. Credit assignment is based on the instructor's assessment of the student's term paper (1/3) and the site supervisor's assessment of the student's performance (2/3).

# COURSE DESCRIPTION

**Title:** Accounting Internship

**Department:** Accounting and Finance

**Credit:** 3 semester units

**Enrollment:** 20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 3 seminar meetings during the semester; a minimum of 15 hours per week at the field placement

**Contact:** Tony DiFrancesco
Dept. of Accounting
and Finance
School of Business
San Francisco State Univ.
1600 Holloway
San Francisco, CA 94132

**Purpose:** The course provides students with an opportunity to integrate their theoretical background with practical experience at an accounting firm and also to further good relations between the university and the business community.

## IMPLEMENTATION

The course began in 1976, but the present instructor is teaching it for the first time this semester. The initial list of placements was compiled by contacting businesses that had expressed an interest in hiring students. A brochure describing the program, its purpose and potential benefits to participating agencies is mailed twice a year to various firms in the community. The instructor recruits additional sites from his contacts in the business world. Businesses are encouraged to take interns during the summer and to take interns in their junior year. Although many good jobs are made available to students in part-time internships, the instructor points out that sometimes the better jobs are 40 hours a week and the student may have to "step out" for a semester. At the present time about 5% of accounting majors are involved in the internship program.

The instructor feels that it takes a creative person to set up a course like this one. It is difficult to get good placements, ones that offer more than lower level skills, and it is difficult to structure a course that is balanced between educational objectives and job opportunities. It is helpful for the instructor to have a good rapport with the business groups in the community and be able to quickly evaluate the potential of a placement and the student's abilities. The instructor cited the following as key issues involved in implementing this course: (1) how to help students formulate learning objectives, (2) how to run a class that is more than just talking about experiences, and (3) how to accommodate large numbers of students in such a program.

## RESULTS

In the process of gaining some practical experience in the business world, students in the course also develop their interpersonal skills by dealing directly with clients and co-workers. They gain confidence in both their accounting skills and their ability to assume responsibility. Several internships have led students into full-time positions after graduation.

# TEACHING/LEARNING PROCESS

**Preparation:** Students with a solid background in accounting are eligible to apply for the internship program. A description of the program is included in the packet of advisory materials given to all accounting students. Interested students are screened by the program coordinator prior to interviewing with prospective employers. Two orientation meetings are held to discuss the kinds of accounting positions that are available.

**Activities:** The field element of the course requires students to perform advanced accounting work at a site for a minimum of 15-20 hours per week for 10-12 weeks. The instructor monitors the suitability of the learning opportunity. Internships are provided by state and Federal agencies, private industry, public accounting firms, and nonprofit organizations.

Three seminar meetings are held during the semester. At these times, students discuss their experiences and raise any problems they have encountered. The instructor also meets individually with each student during the semester.

The students keep a journal of their experiences and hand in three monthly reports about their placement. At the end of the semester, students complete a questionnaire to critique their placement. The instructor is concerned that all students receive a similar level of training and experience at the sites, and for this reason intends to contact the sites at the beginning of the placement and again at the end of the placement period to verify that the students are involved in meaningful learning activities that contribute to their accounting skills and employability.

Students take the course on a credit/no credit basis and are awarded 3 units of credit for completing the requirements.

# COURSE DESCRIPTION

**Title:** Management Internship

**Department:** Professional Internship Program

**Contact:** Professional Internship
Program (PIP)
University of
San Francisco
Lone Mountain Campus
San Francisco, CA 94117

**Credit:** 6 semester units

**Enrollment:** 4-15 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Nine 3 hour seminar meetings; minimum of 20 hours per week at field placement.

**Purpose:** The course helps students develop an understanding of the totality of the management process, gives them an appreciation of the relationship between academic learning and working at a job, and enables them to make realistic career decisions.

## IMPLEMENTATION

The course, which used to be offered by the College of Business Administration, is now a part of the Professional Internship Program (PIP) at the University. This Program offers students in a variety of disciplines the opportunity to combine their professional and academic activities into a single learning experience. It provides students with planned, structured and supervised learning experiences that will continue to serve as a model for lifelong learning and planning, and links the local business and professional communities with the University. The subject matter for the internship courses include theatre arts, publishing, social service, government, advanced writing skills, and management. Students work from 20-40 hours per week at their placement and are usually paid for their work.

The instructor has taught the management internship course for 4 semesters. He has shifted the emphasis to more of a "real world focus" and is attempting to upgrade the academic side of the course. He wants it to comply with the standards of the Business Administration Department. In the future, he may require more prerequisites in order to bring about a greater homogeneity in the class. He finds the challenge in teaching the course is to draw on all the students' prior classes and to coordinate their learning this point rather than to introduce new materials.

The university placement office and the director of PIP recruit the placements. The instructor does not find that this course requires more of his time than his other courses, but it is inconvenient to make the required site visits.

## RESULTS

The instructor reports that students in the course do make connections between their academic course work, either from this course or a previous course, and their job experience. He believes this course plays a role in the student's personal and professional growth. Students are very positive about the course and indicate that it helps them to discover their future career direction, or at least to identify the direction in which they do not wish to go. Some of the students do get jobs as a result of their internship experience.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is offered to juniors and seniors who have been accepted into the Professional Internship Program. To apply, students fill out an application form and submit it to the Program Director, together with their resume and three letters of reference. The instructor, the site supervisor, and the student meet to fill out a learning contract and discuss the responsibilities of both the student and the agency. The learning contract outlines the student's objectives, proposed outcomes and how the student's learning will be evaluated. Sometimes a student goes through a company's existing training program and is oriented to the agency by the personnel office.

**Activities:** The placement sites for students in the course are small and large businesses in the community, including banks, oil companies, the symphony, and marketing agencies. The students perform a variety of duties at the sites. Some rotate through various departments to get an overview of the whole operation and some work on a specific project, such as designing a marketing program for a ski company or reorganizing a division of Snoopy products.

For the seminar, the instructor assigns chapters and articles dealing with management practices and these are discussed during the class sessions. During the semester the instructor covers four aspects of management--planning, organization, leadership and control. The instructor makes an effort to relate the content of his lectures and in-class exercises to the placement experiences of the students. He also sees this course as a chance to bring together all the previous business and accounting classes that students have taken. The typical course of instruction, he says, is to teach the content in discrete segments. So this is an opportunity for students to see how it all fits together and is applied in a real setting.

A paper is required at the end of the semester describing the learning experience at the placement. The basis for evaluation is the paper, the student's seminar participation and the work performance as measured by the successful completion of the learning objectives.

See APPENDIX B for learning contract form.

**Title:** Internship in Business

**Department:** Business

**Credit:** 3 semester units

**Students:** 20 students; undergraduate juniors and seniors

**Contact:** Klaus Schmidt
School of Business
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

The course is designed to combine work experience with academic insight. The students find their own placements, which usually involve 20 hours per week at the worksite. Students submit written statements of their job activities and learning objectives. There is no seminar, but the students meet with the instructor to submit an outline and drafts of their term project. This project consists of: (1) identification of a business problem; (2) research into the broad spectrum of possible solutions; (3) selection of the best solution; and (4) discussion of the impact of this solution on the problem. The instructor assigns letter grades for the course based on the students' term projects.

**Title:** Career and Life Planning

**Department:** Professional Internship Program

**Credit:** 3 semester units

**Students:** 12 students; undergraduate juniors and seniors

**Contact:**
Rick Crandall
Professional Internship
Program (PIP)
University of San
Francisco
2130 Fulton Street
San Francisco, CA 94117

The course increases students' awareness of their own values, interests and skills as they relate to their career planning. The class meets once a week for two and a half hours. In-class activities include taking values exercises, taking personality tests to identify strong vocational interests, writing autobiographies and discussing them, preparing a resume, and role-playing job interviews. Job hunting techniques, including the Bolles method of job research as outlined in What Color Is Your Parachute?, are also covered. The course also develops the students' managerial insights by discussing such issues as organizational politics, office politics, various presentation strategies, and the differences between an informal organization and a formal organizational structure. Another goal of the course is to help the students develop their writing skills. Four papers are required; one is a report on a career the student had not previously considered and the others are on specific skills, such as interviewing, or on their own work experiences. The students' grades are based on the papers and their class participation.

See APPENDIX B for PIP learning contract form.

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**Title:** Career Experience Internship

**Department:** Design and Industry

**Credit:** New course

**Students:** 3 semester units

**Contact:**
John Dierke
Department of Design an
Industry
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

Students enrolled in the seminar course already have a job in the community. At the beginning of the course, they are asked to submit a description of the work they are doing to the instructor together with a letter of employment verification from their employer. The purpose of the course is to help students identify the performance abilities they are demonstrating on the job that are independent of specific subject matter or academic disciplines. These abilities include certain "liberal skills" required in a wide range of problem-solving situations and task-oriented environments. The instructor distributes a list of these skills and asks students to identify which which skills they are utilizing on the job, which skills they are lacking competence in, and how their academic program could help them attain these skills. "Liberal skill" clusters include information management, communication, design and planning, critical thinking, research and investigation, human services and relations, management and administration, and valuing. Students keep a log of the hours worked during the semester, the skills acquired or that need improvement, and their evaluation of the course.

# COURSE DESCRIPTION

**Title:** Career Development

**Department:** Employment Studies

**Credit:** 3 semester units

**Enrollment:** 16 students

**Student Level:** Undergraduate sophomores, juniors, seniors; graduate

**Schedule:** Weekly 3 hour seminar; approximately 20 hours per week at an off-campus job site.

**Contact:** Urban Whitaker
HLL 255
San Francisco State University
1600 Holloway
San Francisco, CA 94132

**Purpose:** The course teaches students how to learn from their experiences, using the workplace as a learning site. In the process of forming a personal career development plan, students learn job interviewing and resume writing skills and clarify their personal values, their skills and their goals.

## IMPLEMENTATION

The instructor comments on the design and teaching of the course:

> "This course appeals to different levels and a variety of academic majors, but sometimes mixed levels may worry students, especially the lower level students.
>
> "It takes a lot of time to read weekly logs. Since assignments vary on an individual basis, I have to keep records for each student to keep track of where they are.
>
> "It is difficult to get students to identify their objectives. Sometimes students don't want to share information with very many people. There's an issue of confidentiality involved.
>
> "Sometimes I have to acknowledge that I can't help a student, and I recommend where he or she can get help with problems."

To teach this course, the instructor needs to be able to "shift gears" from lecturing to facilitating the students' learning, to be resilient, and to be able to find the appropriate experts when necessary. Although some of the other faculty may see this type of course as a non-academic endeavor, the instructor must believe that students learn from experience. The instructor needs to "recognize and utilize learning opportunities, but not be a content expert in all fields."

Getting the course started requires some orientation for the instructor in the role of a facilitator. The various Council for the Advancement of Experiential Learning (CAEL) meetings and publications are recommended by this instructor.

# TEACHING/LEARNING PROCESS

**Preparation:** One of the first activities is to have students identify their objectives for the course. Individual plans are needed since students have different levels of experience and different goals and different placements. Some students are job hunting; some need specific skill development.

The students are responsible for selecting placements. This is done on their their own or in conjunction with the career center. The instructor arranges for some guest speakers for the seminar.

**Activities:** "We're all out there having experiences. You don't have to look for an experience. You have to learn how to use it." As the instructor explains, "The basic novelty of this course is that it uses as a field experience an existing experience--the student's part-time job. It doesn't go looking for placements. It uses what is there. It helps students become aware of the fact that learning can take place in the workplace, and that learning can relate to what they're doing on the campus. It's very different from a regular internship or field placement."

The instructor does not assign or monitor the students' placements. Rather, students' jobs become subject material for the course and the basis for discussion and activities in the seminar. In the seminar students usually work in small groups discussing an assignment. A sample "workbook exercise" is: Find a book or article that defines or discusses two of the following terms--job, career, vocation, occupation, profession. Read the material and write out your own definitions of terms. The group discussion clarifies what these terms mean to each student and how one's own definitions might vary from those of other class members. Each group then tries to "sell" its definitions to the other groups.

Guest speakers are invited to the seminars. Employers talk about the kinds of things they look for in employees; representatives from the career center describe the career resources available on campus.

During the semester each student develops a personal Career Development Plan. Students go through the steps--here is what I want to be; here is what I am; and here is how I'm going to get from here to there. For example, a student planning a career in some branch of management identifies some personal weaknesses in various aspects of understanding and supervising people, and then develops a plan for learning these skills through a variety of means, including reading, asking, observing, and acting.

Students also have a weekly log assignment. They are asked to make daily entries about incidents at the workplace, to record not only a description of the event, but also an analysis. This process helps them learn from experiences. The instructor reads the logs weekly and returns them to the students.

The instructor tries to convince students that the most important part of the assessment process is their own continuing evaluation of where they stand and what they need to do to improve. "Evaluation of your progress will be a continuous joint effort," the instructor says. Students are encouraged to take the course for credit/no credit.

# COURSE DESCRIPTION

**Title:** Colloquium in Career Planning

**Department:** Design and Industry

**Credit:** 3 semester units

**Enrollment:** 50 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 2 seminar meetings a week; 3 field trips

**Contact:** John Dierke
Department of Design
and Industry
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

**Purpose:** The course allows students to analyze the employment trends and possibilities in industrial education and/or industry and to become familiar with the periodical literature and professional organizations associated with the field.

## IMPLEMENTATION

The instructor initiated the course seven years ago and has taught it ever since. Originally it was a one unit course. The course presentation follows the structure outlined in a detailed guide, "Career Planning: The Individual and the University." This guide contains 18 learning units related to career planning activities and includes sample forms, seminar topics, reprints of articles, and resources for the students.

It has taken the instructor some time to develop the guidelines and resources for this course. Although the students select most of the community sites to visit and sometimes bring in the guest speakers, the instructor does need to be familiar with the community sites and personnel. He says, "An all-around knowledge of the design and industrial working world is needed to be able to guide students effectively." Many students come into this course having used their time unwisely to this point, and the instructor helps them to choose a realistic university and career plan. This is an interdisciplinary course and the instructor often refers students to other professors for advising. This is not only helpful to the student but also lightens his own student conference load.

The instructor feels that to teach this course successfully one needs to be personally sensitive to student needs, interested in their personal growth, able to remove personal barriers that may arise, willing to try alternative courses of action, and willing to learn new content material.

## RESULTS

The instructor reports that it is personally rewarding to him to teach the course. Sometimes students find a direction immediately, but often it takes them awhile and they keep coming back for assistance. There is campus interest in this type of course and the instructor is now teaching a new course entitled "Career Experience Internship."

# TEACHING/LEARNING PROCESS

**Preparation:** Many students enrolled in this course come from two-year community college programs and need an orientation to the Univesity. The first two class sessions are described by the instructor as "warming up" in terms of the course requirements and class introductions.

**Activities:** The instructor describes the course as a lecture/discussion. The text used in the course, Career Planning: the Individual and the University is a detailed syllabus of eighteen learning units devised to assist the student in developing a career plan. The learning units include information, instruction and examples that relate to the completion of the course requirements.

1. Three field trips to business/industry/school sites related to the student's area of career interest -- The student usually selects these sites, makes arrangements to visit personnel at the site, and then writes a short "visitation report" organized according to the outline provided by the instructor.
2. A paper on "Trends and/or Issues" in the student's area of career interest -- This is a short one-page description of a trend or an issue accompanied by a list of bibliographic references. The assignment is intended to acquaint the student with some of the periodical literature published in the area of his or her career interest.
3. A paper on "Employment Potential" in the student's area of career interest -- This paper combines current statistics on the outlook for employment in a given area with the student's own statement of motivation and expectations for seeking entrance into this field. Footnotes and bibliography are a required part of the paper.
4. A sample resume which is discussed in class.
5. A tentative "major program work sheet" -- This record lists the goals and courses the student intends to take toward completion of a college degree.
6. A "career orientation work sheet" outlining the student's background and interests related to a career goal; a mid-semester self-evaluation with respect to course requirements and expectations.

From time to time students make oral presentations to the class. Their performance in the course is evaluated on a credit/no credit basis. The instructor emphasizes the importance of continual self-assessment by the students in terms of their attitudes toward their stated vocational goals and the possibility of considering alternatives.

Students are encouraged to join as a student member one or more professional organizations or societies in their field of specialization.

See APPENDIX B for student report form.

# COURSE DESCRIPTION

**Title:** Media and Society

**Department:** Mass Communications

**Contact:**
Valerie Miner
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

**Credit:** 5 units per quarter for 2 consecutive quarters

**Enrollment:** 20 students per quarter

**Student Level:** Undergraduate seniors

**Schedule:** Weekly 3 hour seminar; 10 hours per week

**Purpose:** The course attempts to provide students with work experience in the mass media as well as an academic background designed to help them develop a solid, critical perspective on the various media.

## IMPLEMENTATION

"The instructor is the critical link in successful implementation of this course." He or she must have sound organizational ability, professional contacts in the field, ability to match student's skills and interests to site activities, and flexibility. The course requires more time than a classroom-based course of equal units. The instructor, for example, recruits placement sites. Potential sites are screened in an introductory telephone call, followed by a visit with the supervisor at the site. The sites selected offer a variety of potential placements, utilizing both traditional and "alternative" styles in media, and are acceptable only if a supervisor is willing to spend time with the student in weekly performance reviews. In addition to setting up field placements, the instructor must maintain contact with field sites, confer with site supervisors, prepare for seminars (non-lecture style), and evaluate the course. Support for this course comes from the University administration, the departmental level, and from faculty members.

It would be helpful, suggests the instructor, to establish a consortium of teachers of similar courses at other local institutions. This will not only enhance the pool of placement sites, but also eliminate "competing" for placements.

## RESULTS

Taking this course, the instructor feels, has helped "students mature in their ability to discriminate among media messages." Some students find employment in media-related fields or even at the placement site itself, although this is not a goal of the process. As a result of working with students, site supervisors are sometimes prompted to re-think some of their assumptions as well as the procedures they follow on the job.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is open to all students--those considering professions in communications as well as those who as "consumers" of print, radio and TV, simply want to learn more about the mass media. There is a pre-enrollment orientation for prospective students to explain the field-based component and the course requirements. Since there is generally a greater number of applicants than can be enrolled, interested students are interviewed prior to enrollment.

**Activities:** The course considers both the theories and practicalities of the mass media. The seminar synthesizes material from the assigned reading and the students' field experiences. Students are encouraged to share site experiences and observations and to link them with reading topics. Some seminar topics include historical background, domestic news, ownership and management of the media, media ethics and law, and recent trends in style and content. The instructor teaches and facilitates the first-term seminars, while the students often plan and conduct seminars during the second term under the instructor's close consultation. In addition, students monitor one medium, such as a particular local or national newspaper or radio or TV station during the semester.

The field placement consists of an actual "working membership" in an organization, with a supervisor giving the student weekly reports on his or her performance. Field placements cover a range of San Francisco Bay Area newspapers, magazines, and broadcasting stations. Students keep a journal, or field notes, of their work at the placement, which is submitted bi-weekly to the instructor. The purposes for the journal and the form for keeping the journal are discussed in class.

Students complete a written project each term. The project should show evidence of practical experience as well as the more traditional standards of academic inquiry.

The instructor monitors student progress by means of the seminar sessions; by reading the student's journal; by telephone communication with the site supervisor; by site visits; and by meeting individually with the students. Grades are assigned based on the following: 20% site supervisor's report; 20% student's journal; 20% term Project; 40% seminar participation. The instructor meets individually with the student to discuss the assessment.

See APPENDIX A for syllabus and APPENDIX B for field studies learning contract.

# COURSE DESCRIPTION

**Title:** Broadcast Communication Arts Internship

**Department:** Broadcast Communication Arts

**Contact:**
C. R. Anderson
Broadcast Communication
Arts Department
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

**Credit:** 3 semester units

**Enrollment:** 35 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 1 hour seminar; minimum of 10 hours per week at placement

**Purpose:** The course provides students with an off-campus work experience and the opportunity to make professional contacts that will facilitate their entry into broadcasting.

## IMPLEMENTATION

The course began in response to student and faculty interest in the idea of offering a structured internship course for credit. In the past, many students had completed part-time internships on their own and received no academic credit for the experience. This experiential learning activity was incorporated into the formal curriculum both to give credit for work experience and to integrate contact with the professional broadcast community into the student's on-campus classroom and studio courses. A course description was developed and two faculty members were designated as coordinators of the program.

The instructors have a list of possible placements for previous student internships. They continue to add to this list by contacting potential sites; they are currently attempting to broaden the list to include businesses. "It would be helpful," suggests this instructor, "to get an indication of the number of people interested in taking the course prior to the beginning of the semester so that an adequate number and types of placements can be lined up beforehand."

Some of the local broadcast agencies have "standard" internship programs for students from many colleges and universities. The agencies are expected to give the student interns an orientation to the facility and training on specialized equipment. Since students have had some prior practice and coursework, they should not require basic training in radio or TV station operation.

## RESULTS

The instructor feels that the experience "out there" enhances and supports the students' academic endeavors. "It adds texture to the educational process. Students suddenly realize that what you learn in a classroom is not necessarily the same as professional experiences. What you can't learn in the classroom is the flexibility that is required--that everything will not remain the same. It's very important to have this 'test of the marketplace' while you're still in school. It points out areas you need to work on or it is a verification that you're on the right track.

# TEACHING/LEARNING PROCESS

**Preparation:** Students who enroll in this course are broadcast communication arts majors and have already completed prerequisite courses in radio and television production. At the beginning of the course the instructors ask each student to make a brief statement of what he or she expects to get out of the course and to list their previous courses. They then have a brief conversation with each student to determine their specific area of interest. Sometimes this is very well defined and the instructors merely sanction the student's plan, but more often it is sketchy and the student needs some counseling regarding the potential of an internship.

**Activities:** The student makes contact with an agency and arranges to work there a minimum of 10 hours per week. The instructors feel that having the student apply to the agency for the position is good practice in presenting himself/herself for a job opportunity. The agency accepting the student sends a letter to the department including a job description, a detailed outline of what the student's duties will be. This statement is needed to ensure that the student will be involved in meaningful work at the site. The internship arrangement is then formalized by a three-party "internship agreement" signed by the student, the department chairman, and a representtive of the sponsoring organization. This agreement lists the responsibilities of each of the program participants.

The instructors meet with the students once a week in a seminar to allow them to debrief their experiences, to compare notes with other students, and to raise problems regarding their placement. In the seminar they also discuss the role of resumes and how to present themselves at job interviews.

There are two written product requirements for the course, a daily log of the students' activities at the site and a final paper. The latter contains both an overview of their experiences in an objective sense and their subjective reflections on their progress and the value of the internship.

The instructors read the student logs every two weeks and attempt in both the seminar and in individual conferences to ask the students direct questions about their experiences and to make them feel free enough to discuss their reactions to different situations. One problem that continues to arise is the students' complaint about slack times at the station. They feel they are not given enough to do, that their skills are not being utilized. The instructors advise them that an internship is not like a class where they are given an assignment and once it is completed, that is it. Quite often at a job there are slack periods and this time affords them the opportunity to ask questions, to explore another aspect of the broadcast process, to let people know they are available and what their talents are. It sometimes happens that students will start out in one area of broadcast operations and by the end of the semester will have changed over to another.

The instructors feel that students must be assessed individually because they are all at different stages of personal growth and have had different experiences. The basis of this assessment is the letter of evaluation from the site supervisor, the students' written products and the instructors' perceptions of the students' personal and professional growth. This instructor says, "When you have a field experience course like this where individual productivity, devotion, interest, and generation of energy become involved, I think the only way of making an adequate appraisal of the students' success is to look at how they state their experience."

See APPENDIX B for learning contract.

# COURSE DESCRIPTION

**Title:** Speech Communication Internship

**Department:** Speech Communication

**Credit:** 3-10 quarter units

**Enrollment:** 5-10 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 12-40 hours per week at the field placement

**Contact:**
Don Faules
Department of
Communication
University of Utah
Salt Lake City, UT 84112

**Purpose:** The course gives students the opportunity to relate communications theory to practical experience, to learn what a communications major can offer in the business world, and to explore possible future work settings.

## IMPLEMENTATION

The instructor proposed this fieldwork course in 1977 as a way to give students experience in applying knowledge learned in the classroom. He has taught the course since that time. Both on-campus programs and off-campus organizations are used as placements for students. They are recruited by both the instructor and the students and must provide both adequate supervision and specific work projects for the interns.

The instructor has requested a part-time assistant to help administer this course, to keep in close contact with site supervisors, and to more formally monitor the students. So far the department has not responded to this need, which limits the course's potential for expansion, since the instructor also carries a full teaching load. In addition to the time needed to set-up and monitor the course, the instructor needs to appreciate the value of the internship experience and be willing to work closely with the students and be available.

## RESULTS

The instructor lists the following student benefits from taking this course: increases self-confidence, helps students see how the curriculum relates to jobs; and helps students plan where they will look for jobs. Some of the student interns have been offered jobs after their internship.

The instructor feels that as a result of teaching this course he has developed a better perspective on the balance needed between the theoretical and the applied aspects of communication. He also has a greater appreciation of some of the problems and issues associated with curriculum. He has closer contact with the students in this course than in his other courses, and gets personal satisfaction from this interaction and from the successes of the students. Both campus programs and community agencies have approached the department to offer placements to interns. In the future the instructor would like to increase the number of placements and students.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is for majors in speech communication or organizational communication. A written description of the program is circulated and a general meeting is held prior to enrollment so that various aspects of the program can be discussed. Students submit letters of recommendation from faculty that attest to their readiness to assume the responsibility of the internship role. The instructor is concerned that interns demonstrate a degree of maturity and commitment that is needed for this course. Students are selected on the basis of their capacity to apply knowledge and to perform a service for an organization. An important consideration is the student's ability to work independently.

**Activities:** Students work either part-time or full-time at campus agencies, local businesses, resorts or health agencies on either a paid or non-paid basis. Each student selects a site, and the agency designates a responsible staff member to be the student's supervisor. A formalized learning contract is developed, the student's learning objectives are formulated, and the agency identifies an appropriate project for the student to work on. Student activities at the site include writing promotional material, working to improve staff communication procedures, helping with publicity, and planning projects for media distribution.

Students keep a journal describing their tasks at the placement on a daily basis. The instructor keeps in touch with the site supervisors by telephone and receives an evaluation report from them on the students' performance.

Students are also required to complete a written project, a theoretical paper demonstrating their ability to relate communications theory to their observations and practical experiences in the field. The following project titles are indicative of the direction of these papers:

1. The Differentiation/Integration Model Applied to Company X
2. Collective Bargaining in Plant X
3. Integrating Governmental Subsystems Through a Computerized Information System
4. Disseminating Energy Information
5. Towards Reorganization in a Government Agency
6. Personnel Functions

The course is taken on a credit/no credit basis. The basis for the student evaluation is both the written project and the supervisor's report.

**Title:** Creative Dramatics

**Department:** Theatre and Cinematic Arts

**Credit:** 3 semester units

**Students:** Approximately 16 students; all levels

**Contact:**
Harold R. Oaks
Theatre Department
Brigham Young University
Provo, UT 84601

In the course students are taught the theories and techniques of creative dramatics and improvisation and are required to structure and implement a program for a target population to enhance that group in some way. The course has three integrated components: (1) the theoretical as outlined in readings and media presentations; (2) the experiential where students participate in improvisations and role playing in the classroom setting; and (3) the applied where students lead and initiate their own programs in the community. Assignments related to each of these components include reading assigned material and participating in class discussions, demonstrating use of specific methods and materials, such as puppets, story materials, and props; and observing and working with a selected group of young people or adults for a minimum of eight hours. Students keep a diary of each session with their group, describing the activities, their effect and usefulness, and the students' impressions of how the session went. Storytelling is incorporated into at least one session. Sample student projects include (1) a program for delinquent boys involving puppetry that focused on typical conflicts and appropriate solutions; (2) a program of creative dramatics at a youth detention center that encouraged participation in group activities and less television watching. Students are given a final, take-home exam.

**Title:** Film Internship

**Department:** Film

**Credit:** 3 semester units

**Students:** 7-12 students; all levels

**Contact:**
Jim Goldner
Film Department
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

The course gives students exposure to and practical experience in the many areas of film production. Students usually find their own placement and define their role with a particular filmmaker or film agency. The instructor must approve their placements and proposals. Students are usually production assistants or help with the script writing or editing. One student acted as the coordinator for a film festival. Students are required to write a description of their responsibilities, the number of hours spent, and a summary of what they have learned. In addition to the practical experience, students make contacts in the field and sometimes receive production credit for their work. One student, who worked as a production assistant on a documentary film, reported,"I worked hard trying at first just to keep up with what was happening. After a few days, still working hard, I began to integrate much of what I learned. The most important benefit to me was having an opportunity to learn what professional standards exist in filmmaking." Another student who received screen credit and the opportunity to join the Writer's Guild wrote, "I feel I took a giant step toward a professional level of writing and toward being able to handle the problems and pressures of the job."

# COURSE DESCRIPTION

**Title:** Global Economy

**Department:** Interdisciplinary Studies

**Contact:**
Marv Sternberg
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

**Credit:** 5 quarter units for 2 consecutive quarters

**Enrollment:** 15-20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 3 hour seminar; 10-12 hours per week at field placement

**Purpose:** The course provides students with the opportunity to gain historical, theoretical and practical knowledge of the international economy, including some understanding of the roles and goals of the major actors in that system.

## IMPLEMENTATION

The instructor developed the course two years ago. It attracts students from different subject areas--economics, political science, conservation, natural resources, and even psychology. Apart from some minor content adjustments, the only change in the course has been to add the student presentations in the seminar. The instructor reports that while there is some extra work involved with being in contact with the field sites and setting up new sites, this process is personally rewarding for him as it allows him to keep in touch with what is going on in those organizations.

The instructor usually recruits the field placement sites. Sometimes, however, a student might arrange for a new placement. Sites include international banking organizations, a multinational oil company, nonprofit public interest groups, the Federal Reserve Bank, and the World Affairs Council.

## RESULTS

The instructor feels that the course has a profound impact on most of the students in terms of the way they look at economics and its function as well as the role of the economist. "Most of the students consider the course an eye-opener, an opportunity to do things they wouldn't normally have a chance to do. The course is their first introduction to corporate America and they meet a variety of people and hear a wide range of views on a subject." Some students are asked to stay on at the placement in a paid position and some also stay on as volunteers.

In this course, which is taken for two quarters, the instructor gets to know every student well. She feels that while teaching any course is an opportunity to see students grow, she finds more evidence of that growth in this kind of course.

# TEACHING/LEARNING PROCESS

**Preparation:** Although enrollment is open, most students have had an introductory course in economics. Students select their own placement sites and work with the supervisor and the instructor to plan their work assignments and research paper. Each student's goals, tasks, work schedule, and relationship with the site supervisor are detailed in a placement work/learning agreement form, which directs the placement experience and provides a basis for assessing the experience over time.

**Activities:** The instructor describes the course as "a system of learning that includes readings, seminar discussion, and field and research experience. The three-hour weekly seminar provides the setting for discussions of assigned reading, reports from field placements, and the presentation and examination of public documents drawn from field placements. In the second quarter, guest speakers are incorporated into the seminar structure with particular preference given to the examination of case study areas. The speakers are either the authors of the reading material for the course or persons associated with the students' placements, such as the chief economists from Chevron or a large bank. The instructor attempts to allow the students to lead the seminar sessions, each of which has an announced theme and assigned readings.

Each student works 10-12 hours each week as a volunteer in a firm or organization involved with the international economy. There are about a dozen participating organizations, accepting from one to four students regularly each term. Students are provided a list of potential placements and make their own contacts, securing an assignment with an organization during the first two weeks of the course. Student intern involvement at the site often includes researching a topic of interest to the organization. For example, a student working for the International Economics section of the Wells Fargo Bank was asked to research what would happen to the Canadian economy and trade with the U.S. if Quebec were to become a separate nation. Another student worked on estimating the future price trends on commodities for various countries.

In addition to preparing for and participating in the seminars and demonstrating their commitment to working at the field placement, each student keeps a weekly journal on field and seminar experiences. The first quarter concludes with a short take-home exam and the second quarter with a research paper.

At least once each quarter, the instructor has a conference with each student where problems, questions and possible directions for the research paper are explored. The instructor also monitors the student's progress in the weekly seminars and by reading the student's journal. The student's grade is based on performance at the field placement, written work and seminar participation in roughly equal proportions. The contact person at the site fills out an evaluation of the student's participation at the placement site and shares this assessment with the student.

See APPENDIX A for syllabus and APPENDIX B for student evaluation form.

# COURSE DESCRIPTION

**Title:** Practicum with Children and Families

**Department:** Home Economics

**Contact:**
Eva Essa
Home Economics Dept.
University of Nevada
Reno, NV 89557

**Credit:** 3-5 semester units

**Enrollment:** 15-20 students

**Student Level:** Undergraduate

**Schedule:** 6 hours per week at the field site; twice weekly 1/2 hour staff session following field work

**Purpose:** The course helps students to understand the rationale for preschools; to learn and apply specific techniques for dealing with children; and to evaluate the impact of these techniques; to develop interpersonal skills; and to communicate what has been learned.

## IMPLEMENTATION

The course was started eight years ago and has been taught by the same instructor since its inception. It is a reorganization of a series of three practicum courses, which are represented by the three activity levels offered in this course.

Teaching such a course requires that the instructor have a thorough understanding of the theoretical and practical aspects of preschool education, as well as have an ability to evaluate certain related skills, to communicate with others, and to relate observed behaviors to theoretical concepts. The instructor spends a great deal of time in preparation, observation and communication with the large number of students, parents, children, and staff (about 200) involved in the Center.

## RESULTS

Students have the opportunity to see firsthand the impact of the theoretical concepts they have learned in class. By seeing a child's developmental skills enhanced through preschool activities, the students are able to formulate their own rationale for such activities. They also gain some understanding of their own interpersonal skills, their communication skills, and their career focus. The instructor reports that the course evaluations have been very good and that the dean's office supports the program strongly.

Although time consuming, the instructor enjoys teaching this course and feels it has helped her "think through some theoretical things about the preschool situation in relation to the needs of children." She would like to expand this approach to include more students in the University.

# TEACHING/LEARNING PROCESS

**Preparation:** The course, taken for three semesters, is required for an Associate of Arts in Preschool Training. The only prerequisite (or corequisite) is a child development course. The instructor begins the course with a brief introduction to the nature of the site and the activities. The student is then placed in the appropriate level of placement activity (aide, assistant, teacher) at the resource site, the Child and Family Center.

**Activities:** All students in the course are placed at the Child and Family Center, part of the Home Economics Department where they are supervised by a Master Teacher. Their roles and responsibilities vary according to the level of their assignment, which is determined by their progress in the course. They may serve as (1) an aide, carrying out the plans of the teacher and learning to interact with children; (2) an assistant involved in planning and implementing activities; or (3) a teacher responsible for planning and implementing curriculum, for designing the learning environment in general, and for holding staff and parent conferences.

The Master Teacher, attended by the course instructor, leads the staff sessions following each day's program. These are problem-solving sessions where students discuss their activities and any problems they are having with the children, although sometimes they also delve into theoretical issues. Students are encouraged to engage in self-evaluation, looking at their successes and failures, identifying alternate courses of action, and discussing future plans. The sessions are an opportunity for questions, grievances, and for developing coninuity in the course. There are no written papers required for the course. The student's performance at the site, including his or her improvement over the semester, interpersonal skills, and personal growth are the basis for the final grade.

There is an evaluation tool for each of the three placement activities: (1) a "Basic Guidance Principles" form rates the student on his or her verbal behavior in interacting with children, on the way he or she conducts the activities for the children, and on his or her professional attitude; (2) a "Teaching and Curriculum Planning Skills" form rates the specific areas of story reading, music and dance, art, outdoor activities; and (3) a "Head Teacher Skills" form rates the student's ability to handle planning, preparation, implementation of plans, interaction with staff, and interaction with parents.

See APPENDIX B for student evaluation forms.

# COURSE DESCRIPTION

**Title:** Internship in Educational Administration

**Department:** Educational Administration and Higher Education

**Credit:** 1-9 semester units

**Enrollment:** 6 students

**Student Level:** Graduate

**Schedule:** 2 seminars during the semester; part-time field placement

**Contact:**
E. S. Dodson
Educational Administration
& Higher Education
University of Nevada
Reno, NV 89557

**Purpose:** The course provides students with an opportunity for practical experience in some area of educational administration. This experience gives them an overall view of the operations of an educational system and of the various roles and relationships of its members.

## IMPLEMENTATION

The course was started 13 years ago. At that time the department wrote a formal agreement with the large local school district regarding student placements. Since then, additional placements have been developed, which include higher education agencies and smaller districts. Sometimes special placements are recruited to fill individual student's needs. The instructor has taught the course since its beginning.

The instructor feels that in order to implement the course and to place students in the most appropriate sites, one needs to know the students and their programs and have the contacts. He also remarks that there might be some travel time required depending on where the student placements are located. Although the course is relatively unstructured, the instructor/student interaction is frequent enough so that student needs and interests, as well as student progress, are monitored.

## RESULTS

The instructor feels that the course has given students the opportunity to develop professional attitudes, learn administrative skills, decide if they want a career in educational administration, and get some experience helpful in job placement. Some students have gotten jobs as a result of this internship experience.

Student evaluations of the course have been favorable, and the community response to the course has been good. Every site has been cooperative, allowing the instructor to maintain some flexibility in terms of placement and meet a diversity of student needs.

# TEACHING/LEARNING PROCESS

**Preparation:** Although the course is an elective for graduate students in their last year of the Master's Degree program, it is required for the Education Specialist Certificate. All enrollees must have had some teaching experience.

Each student meets with the instructor to discuss his or her individual needs and possible placement. If a suitable placement is available, a preliminary plan is drawn up, including the student's objectives, what he or she hopes to accomplish, and the schedule for completion. This schedule is evaluated periodically in the student/teacher conferences. The student is prepared for the placement experience in the first class session and is sometimes given an orientation at the placement site.

**Activities:** Course activities include a part-time placement for students in education agencies (i.e., school districts, community colleges, universities, and the State Department of Education). They are supervised at the site by an administrator, such as the school principal or the director of a campus program. Students are given assignments at the site that vary somewhat according to their area of interest. For example, one student may want practical experience in supervision, while another may want to acquire specific research skills. Their placements and work assignments reflect their individual needs and interests.

The amount of time spent on the placement reflects the number of credits students will receive (each credit requires 67 field hours). Other components of the course include a seminar, which meets twice during the semester. The first meeting is held 1/3 of the way through the semester to discuss student problems; the second meeting is toward the end of the semester to discuss what students have learned, to synthesize their learning. Both seminars focus on the students' field experience in terms of their classroom learning. To some degree their success at the placement depends on their application of the skills and knowledge learned in the classroom.

Students keep a journal, which is essentially a daily record of their experiences at the site. Emphasis is placed on the use of classroom theory or concepts applied in a practical setting. A final paper, which is a critique of the experience, is also required.

The instructor monitors the students' progress in the course through individual conferences. The number of conferences varies according to student needs, anywhere from 3 to 12 per semester. The instructor also makes at least one visit to each placement site during the semester and is in telephone contact or personal contact with the supervisor at least once every two weeks. In the case of significantly positive or negative behavior on the part of a student, the supervisor makes a written report to the instructor.

The instructor evaluates the student on the following basis: 80% student performance at the site; 15% student products (journal and final paper); 5% student participation in seminar. The evaluation is shared with the student.

**Title:** Field Experience in Educational Administration

**Department:** Educational Administration and Higher Education

**Credit:** 1-4 semester units

**Students:** 2 students; graduate

**Contact:**
Tom Tucker
Educational Administration and Higher Education
University of Nevada
Reno, NV 89552

The course is for students interested in a career as an educational administrator. Based on the student's stated objectives, a placement is arranged at either a local school site or with the State Department of Education. The school's principal or superintendent supervises the student, who participates in as many activities as possible, including meeting with parents or other school officials, evaluating a school program, and administering the hot lunch program. The student keeps a log of his or her activities. A final paper is required. If the student works directly with a principal, the paper will be a short summary of the experience. If the student has conducted a research project, the paper will be a research report. The instructor receives a verbal report from the site supervisor and assigns a grade based on the student's performance at the site (25%) and the final paper (75%).

**Title:** Education Field Studies

**Department:** Education

**Credit:** Variable according to number of field or teaching hours

**Students:** 25 students per section; undergraduate

**Contact:**
Harry Stehr, Jr.
Education Department
University of California
Berkeley, CA 94720

The course is designed to expand students' academic training with practical experience outside the university and to offer service to the community. Each student is supervised and evaluated by a faculty sponsor and the community agency. Faculty from the Education Department and from other departments teach the 20-25 sections of the course offered. Students attend seminars during their field studies participation. The faculty sponsor or the community agency under faculty supervision hold the seminars. A written evaluation of each student's performance as a worker is submitted to the instructor by a responsible official of the agency. Sites include public and private schools, recreational centers, community agencies, and other publicly and privately supported programs. At the field site, students work on a specific project that has been approved by both the faculty sponsor and the agency administrator. At the end of the term, they submit written reports, which may include research results, discussions of teaching methods, and descriptions of their activities including their impact on the agencies.

# COURSE DESCRIPTION

**Title:** Practical Writing and Editing

**Department:** English

**Contact:**
Ruth Mitchell
English Department
University of California
Los Angeles, CA 90024

**Credit:** 4 units per quarter over 3 quarters

**Enrollment:** 50 students

**Student Level:** Undergraduate seniors

**Schedule:** Weekly seminar; 10-12 hours per week for 8 weeks in field placement.

**Purpose:** The course helps students acquire applied writing, editing, and word processing skills, as well as increased self-confidence, greater appreciation of the working world, and clarity of career interest.

## IMPLEMENTATION

The course was developed by the instructor one year ago. It is very popular with the students, doubling in size in one year. In this short time the instructor has decided to increase the frequence of contact between the field study coordinator and the field supervisor and, since the first year's return rate was lower than anticipated, to closely monitor the return of sponsor evaluations.

The faculty skills required for the course, in addition to writing and editing, are writing experience outside of the university and ability to work in a loosely structured class setting. The instructor must also respect and be sensitive to students' needs as well as those of the outside agencies. The instructor reports that this course requires more time than her other courses in terms of preparation, individualized consultation, and site contact.

The Field Study Development Office recruits the placements; there are 50-75 placements for writing interns. Each potential site is screened to ensure that it will provide students with challenging writing assignments and good supervision.

## RESULTS

The instructor feels that the course has had considerable impact on the students' cognitive skills and personal growth. The students develop applied writing and editing skills and make connections between skills and different applications. They gain greater self-confidence, develop interpersonal skills, and their interest and motivation in school is heightened. The students' exposure to the working world has helped them clarify career goals, identify marketable skills, and explore options.

As a result of teaching this course, the instructor feels she has improved her own editing skills, has learned computer editing, and has a greater appreciation for the connection between the university and the outside world. In addition to the time and energy demands, it is a delicate role to represent the university in the community, and sometimes also to be an on-campus advocate for this experiential approach. However, the instructor feels the benefits of teaching the course far outweigh the "costs".

# TEACHING/LEARNING PROCESS

**Preparation:** The field study coordinator meets with the students to assess their personal interests, needs, and skills. Students develop a set of learning objectives to meet their stated needs and interests. They are free to select the writing and editing placement that appeals to them.

**Activities:** This is a three-quarter course series, designed so that each new element builds on prior lessons. Students are required to take all three parts in sequence. The third quarter of the course is the directed field placement, which serves as a vehicle for applying and completing the integration of what students have learned in the previous two quarters. The following course description is for this third quarter only.

Interested seniors who have completed the regular English composition requirements are interviewed by the professor prior to enrolling in the three-quarter series. This process helps the instructor determine the degree of each student's commitment to the course, since there are more students who want to take the course than can be accommodated, even with two sections.

The course includes a field placement of 10-12 hours per week at a variety of sites, such as radio and television stations, hotel chains and other corporations, campus research departments, law offices, government agencies, and museums. The students will be asked to write and edit brochures, legal documents, scholarly reports, and other materials the organizations require.

In the seminar, which meets once a week, various approaches to writing are presented. The students discuss and critique their own writing assignments for the community placements with the professor, looking at grammar and mechanics as well as rhetorical presentation. At the end of the quarter, students prepare an oral presentation to the class on some aspect of the field placement. This is intended to give them experience in doing a briefing. Guest speakers are invited to the class to present specialized information related to their own internship preparation in terms of resume writing, letters of introduction and application, and writing samples. Training is offered in computer editing.

Another purpose of the seminar is to allow students to review and discuss their individual experiences in the field. The professor leads the seminar, but the field study coordinator attends and participates in the debriefing and discussion of field experiences. At the end of the quarter, students submit written reports to the professor describing their writing experiences at the placement.

The student is evaluated by both the instructor and the site supervisor. The grade is based on: 55% student's products; 15% participation in seminar; 30% supervisor evaluation of work at the placement.

# COURSE DESCRIPTION

**Title:** Literary Magazine

**Department:** English

**Contact:**
Noel Wilson
English Department
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

**Credit:** 3 semester units

**Enrollment:** 15 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly class meetings; manuscript reading sessions; production schedule

**Purpose:** The course demystifies the magazine business, enabling students to develop critical thinking and articulation skills in planning and editing as well as to gain experience with the mechanics of magazine production.

# IMPLEMENTATION

The course began seven years ago when the instructor was approached by a group of students who had a project in mind and wanted a faculty sponsor. Since its inception, the only major change has been to eliminate advertising in the publication, as it was neither cost efficient nor good use of student time. Funding for the publication is provided by the Instructionally Related Activities Program of San Francisco State University. The instructor makes an annual accounting to this agency and reapplies for funding.

The instructor reports that one of the students' goals in taking this course is to gain practical skills that can be used later, and that many students do get jobs in publishing-related areas after taking this course. Much of the course time is spent in developing critical reading skills and in group critique and decision making. Since this involves discussion of some 400 submissions, it requires additional instructor time in both individual and informal group consultations. He feels, however, that this additional time spent results in a close working relationship with the students, which is not only very satisfying, but also allows him to make an accurate assessment of their progress.

The resources required are off-campus contributors to the magazine and local printing and typesetting organizations for students to visit.

# TEACHING/LEARNING PROCESS

**Preparation:** The first two or three weeks are spent in student/faculty planning for the semester. Students are oriented to the different aspects of literary magazine production and understand that they will be required to read every submission, participate in the decision-making process, and participate in the mechanical work associated with paste-up, printing, and distribution.

**Activities:** All students in the course participate in all phases of magazine production. As a team they solicit manuscripts from their own and other campuses, read the manuscripts and select those they wish to include in the publication, complete the design and layout, proofread the final copy, work with the printer, and distribute the final product.

The final product is entitled Alchemy and is described as a nonprofit magazine that attempts "to create a balance between the literary and the visual arts." The magazine staff solicits submissions of poetry, short stories, one-act plays, essays, interviews, black and white photographs, and graphic art. About half the students in the course submit materials to the publication. There is no advertising in the magazine. The bulk of the first semester is spent reading and critiquing each of the approximately 400 manuscripts submitted. A file is kept on each manuscript, with the students' notes to help them in the final decision-making. Students are encouraged to take the course for two semesters so they can engage in all phases of production. The magazine of approximately 70 pages is printed and sold at the end of the second semester.

The instructor stresses the teamwork aspect of this project. Students work together on all phases of magazine production and are listed in the publication as "associate editors." The instructor is engaged in a continuous dialogue with them about their impressions of the manuscripts and the production process. He has the power to veto student decisions, but rarely does so. Students gain experience in working under a deadline, in making group decisions, and in production coordination with printers.

A letter grade is assigned to each student at the end of the semester. The basis for the evaluation is the instructor's assessment of the amount of work done by a student and the student's willingness to engage in the articulation and decision-making processes.

# COURSE DESCRIPTION

**Title:** Editorial Internship

**Department:** English

**Contact:**

Edward Geary
English Department
Brigham Young University
Provo, Utah 84601

**Credit:** Variable; 1-6 semester units

**Enrollment:** 3-4 students

**Student Level:** Undergraduate juniors and seniors; graduate

**Schedule:** 10-40 hours per week in the field, as determined by the agency

**Purpose:** The course gives students on-the-job training in the publishing field and exposure to a non-teaching career opportunity.

## IMPLEMENTATION

The course was started six years ago as a part of the cooperative educational program. It has not changed much since then. The present instructor has taught the course since the summer of 1980. Because the number of students is small and the sites are well-established, the course does not require a great deal of the instructor's time. Some specialized knowledge about publishing is helpful.

The course uses three publishing agencies for placements, but this number could be expanded if the program grows. The criteria for selecting a site are that it is an active publishing agency and it will offer adequate supervision for the students, who will engage in activities with a definable value and will learn skills related to career development.

The instructor reports that the agencies involved are satisfied with the program and would like to expand the internship effort. He feels that to do this would require educating students to the value of this experience and contacting new placements. Since the department is supportive of this kind of experience for students, it may be possible for the instructor to increase the participation of agencies and students in the course.

## RESULTS

Students learn firsthand about the publishing field and gain confidence that they can put this knowledge to practical use. This experience encourages some students to choose a non-academic career in English; some have even found permanent employment with the agencies. Of course, the small size of the program and the select students who participate in it, make this high rate of success almost a certainty.

# TEACHING/LEARNING PROCESS

**Preparation:** This course is an elective for upper division students, and enrollment is by application. Very few students participate due to the limited number of editorial placements available. Students are interviewed by the agencies and take a screening test on their writing skills. The agencies select students and give them assignments designed to involve them in all phases of editing and publishing.

**Activities:** A student's work at an agency is determined by the agency supervisor and is submitted to and evaluated by that supervisor. Individual student's products and responsibilities vary with the different agencies. For example, a student's responsibilities at one agency may include researching, editing, writing, conceptualizing ideas, working with and relating to graphic artists, coordinating production and printing, accounting, working with clients, and coping with deadline pressures.

The instructor's role is that of liaison. He talks with both student and site supervisor, as needed, to check on the type of activities the student is engaged in and on the student's progress.

Each internship is a paid position. The entire process, from application to performance review, is structured to closely approximate a student's first career position and requires that a student already have developed certain writing and editing skills.

The student's grade is entirely based on the written evaluation from the agency supervisor. The supervisor shares this evaluation with the student.

# COURSE DESCRIPTION

**Title:** Shakespeare in Production

**Department:** English

**Credit:** 2.5 quarter units

**Enrollment:** 35 students

**Contact:**
Hugh M. Richmond
English Department
University of
California
Berkeley, CA 94720

**Student Level:** Undergraduate juniors and seniors; graduate

**Schedule:** Class meetings; rehearsals; video production; performance

**Purpose:** The course increases students' understandings of a Shakespearean text by stressing performance as a study technique and develops skills in play production.

## IMPLEMENTATION

The instructor received a grant in 1974 to organize the Shakespeare Program, which he describes as "an interdisciplinary complex of several courses grouped around the study of Shakespeare." The writing assignments and lectures in these courses are designed to encourage the use of ideas from psychology, sociology, history, theology, and foreign literatures, as well as literary criticism, scholarship, and theatrical performance. The instructor states that "writing remains central to the Program, which seeks to reflect its achievements in enhanced expression both written and oral." He has designed the course sequence to offer students "the widest range of educational interaction . . . from formal lectures to coffee hours, from the use of films and production of full-length plays and videotapes to individual tutorials." The expenses associated with the implementation of these courses are covered by grants the instructor has received from campus organizations as well as from the National Endowment for the Humanities.

Successful implementation of the course, Shakespeare in Production, requires the cooperation of the campus Educational Television Office and the owners of shooting locations. The videotapes are available for public, private, and educational showings and have appeared on local television.

## RESULTS

The instructor has completed several course evaluations and has a considerable amount of data from students on the effectiveness of each aspect of the Shakespeare Program. He summarizes the feedback received in this course in 1977-78 as follows:

> [The course] led to two very successful productions of the very exacting The Two Noble Kinsmen: a live, open-air performance attracting over 300 people for two hours in the lower student union plaza, and a two-hour television version with a different cast. Both were rated approximately an "A" by audience questionnaires. The tremendous intensity and hard work of all participants was reflected not only in the smooth competence of both performances, but also in the intellectual advance in the literary analysis of the required essays discussing the play, and of the numerous research projects associated with the production."

# TEACHING/LEARNING PROCESS

**Activities:** The course is one of five that form the Shakespeare Program, an English Department cycle of courses coordinated by this instructor and focused on the plays of Shakespeare. The core course is a five unit lecture course on the major plays of Shakespeare which enrolls 200 students and meets twice a week. The additional course offerings include: the study of Shakespearean Film; the study of Shakespeare in the Theater; the scholarly and critical problems involved in studying Shakespeare; and Shakespeare in Production. The latter course is described below.

The text of one Shakespeare play is selected for study and performance,(e.g., *A Midsummer Night's Dream*). The first two weeks of class are an introduction to the play and to production techniques and include a viewing of the filmed version of the play by the Royal Shakespeare Production. Students than work with the instructor and the director to determine production roles and set up the rehearsal and production schedule. Thereafter, individually scheduled production meetings and rehearsals replace regular class meetings until the last week of class when the normal schedule is resumed to discuss the outcomes of the course. Students present up to three live performances of the play for the campus and community at the end of the term. The plays are usually attended by about 500 people. In addition, the students make two videotapes of the production: one from the live performance and one designed and produced for television.

In addition to participating in the production(s), students submit a 1500 word essay that "should demonstrate the detailed insights into the nature and workings of the script which have resulted from participation in the performances." This paper can be a discussion of "any aspect of the Shakespearean material covered in the course: analysis of a scene, a character, an aspect of the whole play, literary insights."

Students are given a list of useful background readings and are encouraged to consult with the instructor and the videotape director "on all aspects of the course as this is crucial for the success of a complex undertaking." There is a weekly coffee hour scheduled for the purpose of informal exchange.

Guest lecturers are invited to course meetings and students have access to a videotape library of both professional and student productions. An anthology of the best sonnets and essays is printed at the end of the term, for the basic large lecture course.

Fifty percent of the student's grade is based on the performance, which is evaluated in terms of "thoughtfulness of interpretation, care and thoroughness of presentation and good sense." The essay accounts for the other 50% of the grade. The following comments were made by students evaluating the course:

"Great class! The only way to study drama is to perform it along with going to the libraries and lectures. It was a lot of hard, but rewarding work. I now feel that my years at Berkeley have not been wasted."

"This is a very unique class that requires a great deal of time and commitment, but the frustrations are well worth the results. A little more organization on the part of everyone would have helped, but other than that it was a good experience."

See APPENDIX B for course evaluation form.

# COURSE DESCRIPTION

**Title:** Writers in Society

**Department:** Interdisciplinary Studies

**Contact:**
Valerie Miner
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

**Credit:** 5 quarter units

**Enrollment:** 20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 3 hour seminar; 10 hours per week in field placement

**Purpose:** Students consider aesthetic, economic, and technical issues in writing and publishing fiction.

## IMPLEMENTATION

"The practical implementation of this kind of course," writes the instructor, "raises issues from the grand to the intricate, depending on the institution where one teaches and the literary community from which one draws placements. Although the Field Studies Program has thrived here for nine years, we still have a number of issues which need to be ironed out." These include the problems of a twenty-hour-a-week time commitment for the students; money--the expenses students incur and the question of payment for work at the placements; unions and their attitudes toward internships; and adequate supervision of the students at the placements."

The instructor recruits placement sites. Potential sites are screened in an introductory telephone call and followed by a visit with the supervisor at the site. The sites selected provide a balanced set of potential placements and are acceptable only if a supervisor is willing to spend time working with a student. Sites include both large and small publishing houses, bookstores, periodicals, writer's guilds, and public libraries.

## RESULTS

"I entered this quarter confident that my career as a writer was virtually assured," wrote one student in his last journal entry. "My books would be quickly snatched up and published, and soon I would be making the rounds of the talk shows. Then weeks later those illusions were shattered, but they have been replaced by a real knowledge of the publishing business and its pitfalls. I have a much better idea of what needs to be done, both in my writing and after the writing is finished." This is typical of what students get out of the course.

The instructor feels that "this chance [for supervisors] to work closely with students gives them another shot at school themselves. Our publishers, booksellers, editors and writers gain an interesting opportunity to reconsider their jobs in a more theoretical light." Furthermore, they "are stimulated to re-think the ethical and aesthetic practices, which have become reflexive for them."

# TEACHING/LEARNING PROCESS

**Preparation:** The course is open to all students, but is directed at students interested in the intellectual and professional concerns of writers, critics and academics. A pre-enrollment orientation for prospective students explains the course requirements and field work. Since there is generally a greater number of applicants than can be enrolled, the instructor interviews interested students prior to enrollment.

**Activities:** The instructor describes the course as follows:

> We will try to break through the myth of the isolated artist and deal with the writer as a member of society. The emphasis will be on contemporary fiction and criticism being produced both inside and outside the classroom. We will approach this work from several directions, such as experimentation with language, the tension between politics and art, the multiplicity of literary standards. In addition, we will address production problems of books. Speakers will include writers, publishers, a literary agent, and a magazine editor.

The requirements for the course include participation in a weekly, three-hour seminar and a field internship of 10 hours per week. Students must also keep a journal about the field placement; monitor a review medium (e.g., New York Review of Books, New York Times Book Review) each week according to the seminar topic; write and present a short piece of fiction in one of the seminars; and produce a term project.

Each seminar provides a forum for consideration of both theoretical issues and production (e.g., The Economics of Publishing/The Art of Submitting a Manuscript). Students are given a list of required and recommended readings, and deadlines for submission of written materials are announced.

Field placements include work in publishing, magazine editing, agenting, broadcasting, librarianship, and arts lobbying.

The student's progress is monitored in the weekly seminar, which is seen by the instructor as a means of integrating the reading assignments, guest lectures, and the student's field experiences by means of group discussion. The instructor also reads the student's journal and is available for individual student conferences. The grade is based on the quality of work submitted and the ability to integrate the field work to the academic study. The grading breakdown is 3/5 on seminar participation, 1/5 on field internship, and 1/5 on the term project.

See APPENDIX A for syllabus and APPENDIX B for field studies learning contract.

**Title:** Telling One's Story: Women's Journals Then and Now

**Department:** English

**Credit:** 3 semester units

**Students:** 20 students per section; all levels

**Contact:**
Elouise Bell
English Department
Brigham Young University
Provo, UT 84601

The course has as its objectives (1) to examine representative journals, diaries, letters, and oral testimonies in women's culture and (2) to learn about the existing archives in the state and how these archives function to preserve and make available these valuable items. Students in the course begin to keep their own journals and learn how to conduct interviews for the purpose of compiling oral histories. Students also gain skills in analyzing and editing journals. The seminar meets 3 hours each week. The instructor provides a syllabus listing the readings, guest lecturers, and topics for discussion. She has designed several inclass exercises to demonstrate different journal modes and to develop the students' skills in perceptive reading of personal writings. Guest speakers discuss the preservation and publication of historical documents, current oral history programs, and research efforts related to historical literature. The students' grades are based on the written work and the project, which might be an oral history of a family member or a long-term resident of the local area or an edited collection of historical letters or journals the student has discovered.

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**Title:** Publishing

**Department:** Professional Internship Program

**Credit:** 6 semester units

**Students:** 3 students; undergraduates

**Contact:**
Ron Nowicki
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

The course is offered as part of the Professional Internship Program. In this program, students work in a placement 20-40 hours per week in conjunction with a 6, 12, or 15 unit interdisciplinary academic curriculum designed to complement the work experience. In this particular course, students learn about the publishing business, develop their critical and editorial abilities, improve their writing skills, and learn the basic procedures associated with magazine production. The placement sites are publishing houses and a radio station. In the seminar the instructor lectures on magazine publication skills, such as typemarking and editing, and the students discuss their writing assignments. Some readings are required and students complete four short papers during the semester. These papers are on topics from their placement experience and sometimes take the form of an ongoing journal or narrative. The instructor owns a book review magazine and conducts on-site demonstrations for his students. The students' grades are based on the completion of assignments and their attitude and attendance at the seminars.

See APPENDIX B for PIP learning contract form.

**Title:** Advanced Analytical Writing

**Department:** Professional Internship Program

**Credit:** 3 semester units

**Students:** 12 students; undergraduate juniors and seniors

**Contact:**
Richard Wright
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

A required course for students enrolled in the Professional Internship Program, this class is designed to develop the students' skills in writing argumentative and expository prose. The intention is to provide a solid grounding in the fundamental principles of grammar, punctuation, and composition while exposing students to the numerous forms of analytical writing, such as letters, memos, reports, and documentation of projects and technical procedures, that they might be asked to perform in their jobs. The course meets for three hours each week. It is taken concurrently with a field internship, and the essay assignments are related to their work experiences. For example, one essay is a description and analysis of their initial work experience; another is a detailed analysis of the nature of the work they are assigned at the workplace. The final paper is a 10 page essay describing what they have learned from their experiences on the job during the intership. Students also compose a resume and a cover letter in support of a job application. Several readings from The Future of Work, by Fred Best, are assigned and discussed. Students receive a letter grade, which is based on the teacher's evaluation of their written work.

See APPENDIX A for syllabus and APPENDIX B for PIP learning contract.

# COURSE DESCRIPTION

**Title:** Internship in Conservation and Resource Studies

**Department:** Conservation and Resource Studies

**Contact:**
Alan S. Miller
Internship Coordinator
Conservation & Resource
Studies Department
University of California
Berkeley, CA 94720

**Credit:** 12-15 quarter units

**Enrollment:** 15 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 32 or 40 hours per week at field placement

**Purpose:** The course provides students with a legitimate, high-quality educational experience while doing productive and creative work in a non-classroom environment and allows students to measure their academic training and direction against the demands of a prospective career area.

## IMPLEMENTATION

The course was started about 10 years ago when the Conservation and Resource Studies (CRS) Department wanted to provide field experiences for students. The present internship coordinator has been involved with this course for five years. He describes the program as "flexible but having fairly tough guidelines" in order to keep track of the 300 students who have taken the course so far. The internship coordinator received some university funding to set-up information files on the agencies and to catalog the student product materials so they would be available to other students for review.

Although most students develop their own placements, a list of approximately 75 placement sites is available in the resource center. Students can recommend a placement if it fulfills the criteria of (1) providing "meaningful, practical experience appropriate to the student's academic background, work experience, career aspirations and interests;" (2) submitting a letter specifying the work assignment and supervisor; (3) assuring the student "contact with and exposure to top management;" and (4) submitting an evaluation of the student's performance. Some agencies offer paid internships, but all are encouraged "to arrange for compensation and/or remuneration for expenses incurred by the student during the performance of internship duties."

Approximately 60 students take this internship each year. It is not a required course, but students are encouraged to take it and 1/3 to 1/2 of the majors do enroll. Each student selects a faculty sponsor with expertise in the student's area of study. A group of about 40 faculty advisors drawn from different departments fill this role. The CRS Department itself has only four full-time faculty. Another 15 serve part-time. The internship coordinator personally sponsors about 10 students per year. The coordinator has suggested that because most of the faculty sponsors are outside the CRS Department, a committee be set-up to review each internship proposal. He thinks the program would be improved with an evaluation committee made up of three department members (student and faculty).

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## RESULTS

The course is very popular with students, the resource center is constantly used, and a "rather active alumni group" has been formed. The agencies' response to the program has also been very favorable as evidenced by the letters of evaluation and and by requests from new agencies to participate in the program.

# TEACHING/LEARNING PROCESS

**Preparation:** Students prepare for the course the quarter before enrolling by filling out an application form, determining the type of internship they would like, and selecting a faculty member to sponsor their internship. A student plan, or work proposal, is written up and approved by the major advisor, the faculty sponsor, the internship coordinator, and the department chairman.

**Activities:** Guidelines outlining the responsibilities of both the University and the participating agencies are made available to the students and the work supervisors. The students work full-time at the placements, but keep in touch with the faculty sponsor through regularly scheduled meetings and/or by submitting their journals of activities. In addition to completing the journal and a reading list each student submits a final report detailing the internship. This paper is usually about 25 pages. Completed intern projects are catalogued and placed in a departmental resource center open to students.

Each student is also asked to submit a short, personal evaluation of the internship assignment, indicating its successes and failures and how the internship has affected educational or career objectives. This statement is not only a self-assessment of the student's experience, but also serves as feedback on the quality of the placement site.

Placement sites include the State Department of Housing and Community Development, State Department of Parks and Recreation, California Public Interest Research Group, State Energy Commission, environmental educational centers, museums, State Department of Water Resources, and Citizens for a Better Environment.

Students are encouraged to take their internships prior to the last quarter of their senior year. In that last quarter, students take a senior seminar, which is a synthesis of their work up to that point. Its purpose is "to recapture the full academic overview." It also serves to integrate the practical experience of their internships with their coursework.

The instructor keeps in touch with the student's progress by means of student conferences, or, if the student is working out of the local area, by a written progress report every two weeks. The faculty sponsor also reads the student's journal regularly. A letter grade is assigned based on the site supervisor's evaluation of the student's work performance, the final product, and the fulfillment of the learning contract.

See APPENDIX B for learning contract.

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# COURSE DESCRIPTION

**Title:** Fieldwork in Urban Geography

**Department:** Geography and Human Environmental Studies

**Credit:** 4 semester units

**Enrollment:** 15-20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 3-4 hours per week in the field; weekly class meeting

**Contact:**
Roger Crawford, Jr.
Department of Geography
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Purpose:** The course helps students acquire the skills needed to organize independent field research; to become knowledgeable about geographic techniques, such as taking a survey and mapping data; and to produce an analytical document on a specific geographic area.

## IMPLEMENTATION

The teacher's role in implementing the course is to ensure that the students are involved in meaningful work at the agencies, that there is a strong learning component involved. The teacher does not solicit specific agencies but counsels interested agencies, informing them that the class deadline may not agree with their deadlines and that the result of the study may differ from their initial expectation.

In addition to content expertise, the teacher will need some office management skills and the willingness to contact community agencies and handle the administrative aspects of the course. Because more faculty time is required--not in course preparation, but in monitoring students and visiting sites--the teacher also needs a certain attitude that includes a strong interest in the subject matter and in finding answers to questions about the community. Without this interest, the course is an extra burden.

The instructor feels that a "more useful assessment (of the students) would be a written evaluation by the instructor detailing their performance, which could then be discussed with them." But this does not fulfill the need for a letter grade required by law schools or graduate schools, and writing 20 comprehensive evaluations in two weeks also demands too much time.

The instructor thinks that the course could be advertised more and that the service aspect and the community involvement would appeal to students. Likewise, many agencies are eager to have the students work with them.

## RESULTS

Many students have gone on to do consulting or professional work as a result of the field experience. They know how to organize and conduct field research. The instructor reports that at the beginning of the course many students are naive about the community, and it is a real awakening process for them. For others, this course put them on the line, in that they had to go out and do something. But when they finished they had something to show for it--some tangible evidence of their ability to manage and produce a product.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is open primarily to geography majors who have had some coursework in geographic techniques, cartography, statistical analysis, or research methods. The instructor has one or two projects in mind and presents these to the students who decide as a group what they will work on. The students then work out their individual assignments. Each student's role in the project is submitted to the instructor in writing, discussed and amended as needed. This written statement serves both as a commitment by the student and a document of shared expectations that is useful at the end of the semester.

**Activities:** Course activities include a class project relating to a specific area of the city, either downtown or a neighborhood. Once the site is determined, students select areas for individual study based on their own background and interest. For example, some will choose an historical component and some a physical aspect of the study. Students do land use mapping of the area, conduct surveys and interviews, and assess the economic impact of a proposed change for the area. For example, one student group studied the impact of a proposed convention center on a downtown area. They conducted a survey and analyzed the responses in terms of changes in business activity, relocation, economic impact. The resulting report, which consisted of a series of charts, diagrams, maps, tables, photographs, and written text, was published as a chapter in a book.

The instructor orients the class to the field site in question. Together, they make a visit to the site, discuss different aspects of the area, and determine the work to be done. During the course of the study the students return to the site on their own, but their activities are monitored closely by the instructor.

The class meets during a regularly scheduled classtime. The students use the time talking about the project, their progress and problems related to the organization of the study, designing the surveys and questionnaires, preparing the base maps, and, in general, working on the project. The outcome of the study is a joint report. Each student contributes segments of the report. The instructor coordinates this effort.

The instructor monitors student progress through the class sessions and in individual conferences. Replanning is quite often necessary for individual students because they tend to take on too much work in the beginning and need to refocus on something manageable. Sometimes they get discouraged when they are not able to find what they are looking for and need to change their topic. Students in this course expect ongoing monitoring and evaluation.

The instructor lists the criteria that will be used for evaluation and makes it clear that certain tasks will need to be performed, a certain amount of time spent on project tasks, and field survey reports need to be completed. The final product, the written report, is evaluated on the basis of the students' demonstrated ability to collect information in a systematic way, to analyze it, and draw conclusions that involve a certain amount of creative effort. Additionally, about 10% of their letter grade is based on their participation and contribution to the group effort.

# COURSE DESCRIPTION

**Title:** Geography Field Seminar

**Department:** Geography

**Contact:** Donald R. Currey
Geography Department
University of Utah
Salt Lake City, UT
84102

**Credit:** 2 quarter units

**Enrollment:** 10-24 students

**Student Level:** Undergraduate juniors and seniors; graduate

**Schedule:** 7-day field trip into the Great Basin area.

**Purpose:** The course provides students with knowledge of the natural ecology of the Great Basin, gives them experience in presenting field conference reports, and increases their awareness of environmental issues, preparing them for possible careers in land-use planning.

## IMPLEMENTATION

The course was started 9 years ago to take advantage of the natural learning laboratory provided by the area's numerous sites of geographical interest. The instructor has used several different itineraries in the Great Basin area. The selection is influenced by current controversies, prominent features of an area, current research by the instructor, theses topics of graduate students, or by the number of students taking the course a second time. The major changes have been to increase the number of elucidation reports to two, and to set the length of the trip to 7 days.

The instructor should be very familiar with the area to be studied and, preferably, have done some research at the sites. Some outdoor skills are helpful, but not necessary. To be successful in teaching the course, one must be committed to the idea of learning via seeing, seeking, and handling evidence. Once set up, the course requires little extra preparation time. Students contribute money toward the cost of the trip. In 1980, this amount, which covered gas and food, was approximately $100.00.

## RESULTS

Students learn to identify the features of different sites, how to ask questions, form hypotheses about sites, and gain some experience in making presentations. They also have a chance to work together in a group. The instructor reports that most of the students are serious, highly motivated, and achievement oriented. Some go on to graduate level programs in geography and others seek jobs in land-related careers.

The instructor feels the course represents a very effective blending of academic work with field experience and that the format of on-site presentations forces an active rather than a passive approach to the experience. The department's faculty strongly supports the course; many have taken part in the field trips. The instructor feels this course is ideal in that it offers the minimum intrusion on university resources for the maximum gain in learning opportunity for students.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is offered once a year. Because of seasonal climate constraints, trips are always scheduled for early spring. An organizational meeting is held the first week of the quarter, and the instructor presents the itinerary for the field trip. The itinerary includes about 30 scientific sites for student on-site presentations; each presentation represents one credit hour. Choices are based on students' interests and on their chosen field of study. The logistical planning of the trip is a joint effort of instructor and students, (i.e., supplying vehicles and camping equipment, determining drivers).

**Activities:** As an elective, the course attracts students from different departments (biology, leisure studies, geography, geology, and anthropology). Flyers announcing the course are circulated in these five departments.

A reading list is distributed at the first meeting. Students then have about 10 days to research their two selected sites and to prepare two field conference handouts. The activity of making on-site presentations is intended to replicate the professional geographers' practice of holding field conferences. Sometimes these presentations include a demonstration component (e.g., students demonstrate the use of a radiometer or spectrometer that is useful in understanding solar radiation at a particular site).

The students get feedback on their presentations from both the instructor and the other students. If their first presentation is inadequate, they have a chance to make use of the feedback and improve their performance the second time. The instructor reports that peer pressure keeps the level of presentations high. Students feel that poor presentations rob them of the chance to maximize their on-site learning.

The student's grade for the course is based on the two presentations, their participation in the topic discussions, and their research and written handouts.

# GEOGRAPHY

**Title:** Geography Field Studies

**Department:** Geography

**Credit:** 4 quarter units

**Students:** Undergraduate juniors and seniors

**Contact:**
Melinda Shackleford
Field Studies Coordinator
Department of Geography
University of California
Los Angeles, CA 90024

In this course, geography majors spend a minimum of eight hours per week in the community and meet as a group once a week for the first three weeks and bimonthly for the rest of the quarter. Each student has a faculty sponsor from the department who monitors the student's progress through the written logs kept by the student and from conversations with the student. The faculty sponsor may assign additional requirements, such as readings or a paper on some aspect of work the student is engaged in at the placement. The activities at the site are designed to allow the student a chance to apply geographic theory, technique, and knowledge to a specific project. This includes project conceptualization, data collection, analysis, recommendations, preparation of the final product and, if possible, implementation of the project's results. The student completes a learning contract, which is an agreement between the intern, the community sponsor, and the faculty sponsor. At the end of the term, both the faculty sponsor and the community sponsor evaluate the student. The department has a Field Studies Coordinator who conducts the initial interviews with students interested in the course, makes site visits, and acts as liaison between the students, faculty and community sponsors participating in the field studies network.

**Title:** Fieldwork in Community Health

**Department:** Health Sciences

**Credit:** Usually 2 semester units

**Students:** 8 or 9 students; undergraduate seniors, some graduates

**Contact:**
O. Robert Burgener
Health Sciences Dept.
Brigham Young University
Provo, UT 84601

The course is required for health science majors and involves 96 hours of fieldwork for 2 units of credit. More credit is awarded for an increased number of hours at an agency. The aim of the field experience is to expose students as much as possible to the totality of work experiences typical of a health educator. Activities may include organizing and implementing education seminars, writing press releases, developing audiovisual aids, conducting needs assessment surveys, analyzing reports, reviewing literature, or organizing community activities. The instructor requests that students be allowed to assume major responsibility for a specific project at an agency. Both public and private health-related agencies are used (e.g., County Health Department, Cancer Society, March of Dimes). The instructor prefers that the student is supervised by a health educator at the agency, but this is not always possible. To monitor student progress, the instructor makes one or more visits during the semester and meets individually with students at least 3 times during the semester. In an introductory seminar held during the first week of classes, the instructor outlines course requirements and various agency expectations. Students keep a daily journal of their activities and write a critique of their experience. Students receive letter grades based on their supervisor's evaluation, the paper, and the instructor's assessment of their initiative and ingenuity.

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**Title:** Supervised Field Experience

**Department:** Health Sciences

**Credit:** 3 quarter units

**Students:** 6-20 students; undergraduate juniors and seniors

**Contact:**
Patricia Reagan
Health Science Dept.
University of Utah
Salt Lake City, UT
84112

The course gives students experience in planning, conducting, and evaluating community health education programs. They gain this experience by working on two projects--an individual project for a community group or organization and a group project planned by the entire class. For the individual project, students contact local agencies that might need a health education program and, after analyzing their needs, plan a program, sell the idea to the agency, develop the program, conduct it for at least four weeks, and evaluate the results. They write a final report on this individual project. A sample individual project is a program to enhance self-esteem in clients at an obesity clinic.

As a class the students meet three times a week to develop a group health education project. Committees are formed which meet separately and turn in weekly activity reports. Sometimes the group project is implemented on campus (e.g., a campus Health Fair). Peer feedback and evaluation of individual projects and group contributions are encouraged throughout the course. In addition to the peer assessment, the instructor evaluates the students on the basis of their two program proposals, the implementation of their individual project and their participation in the seminar.

**Title:** Practicum in Behavioral Science and Health

**Department:** College of Social and Behavioral Science

**Credit:** 8-12 quarter units

**Students:** New course; undergraduate seniors preferred

**Contact:**
Seymour Parker
College of Social and
Behavioral Science
University of Utah
Salt Lake City, UT
84112

The course is part of a new major at the University of Utah--Behavioral Science and Health. Students are placed at a clinic or private physician's office where they work 20 or 40 hours a week. At the present time, both the students and the instructor are arranging the field placements. The instructor hopes to develop a pool of placement sites that will accommodate the variety of interests of the students (i.e., medical research, computer science, hospital administration, rural medicine, nutrition). The course is highly individualized in that the student selects the placement and determines the number of hours worked and the form of the final product. Some students choose to write research reports and some keep journals. At the end of the term, the instructor confers with each student, reviews the written product, discusses the student's subjective analysis of the experience.

**Title:** Public Health Residency

**Department:** School of Public Health

**Contact:** Peter Yedidia
School of Public Health
Department of Social and
Administrative Health
Sciences
University of California
Berkeley, CA 94720

**Credit:** 4 quarter units for residency; 2 quarter units for post-residency seminar

**Students:** 30 students; graduate

The course, a six month, full-time residency in a hospital, health-related organization, or government agency, is a requirement in the master's degree program. Its purpose, as stated in the "Field Training Objectives," is to provide students with an opportunity to confirm and elaborate their perception of their own professional role under the guidance of an experienced health education specialist." A detailed statement of the goals and procedures for the residency is given to both students and preceptors, suggesting that the following activities will enable the student to understand the role of the health educator in relation to the agency and the community: responsibility for a major project, staff service to a committee, observation and analysis of group roles, involvement in all aspects of the agency's work, and exposure to other agencies. A plan for specific activities to be carried out during the residency is completed.

During the residency, students write four short critical papers on topics of interest to them. They select these topics from a list provided by the instructor. They serve as a basis for discussion in the post-residency seminar, which students attend after they complete the residency. Each of these nine seminar sessions is devoted to a specific topic area, such as approaches to planning, organizational effectiveness, or ethics. In the seminar, students make 10 minute presentations on the topical areas of their choice, followed by group discussion. At the end of the residency, students submit a final report, which can be an overview of the entire residency experience or an indepth look at a particular aspect of their work.

See APPENDIX B for learning contract form.

# COURSE DESCRIPTION

**Title:** Fieldwork in Community Health Education

**Department:** Health Education

**Credit:** 6 semester units

**Enrollment:** 25-30 students

**Student Level:** Undergraduate seniors

**Schedule:** Weekly 3 hour staff planning session (seminar); 20 hours per week at field placement

**Contact:**
H. J. Weddle
Department of Health Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Purpose:** Students have the opportunity to apply competencies they have developed in the areas of group process, program planning and implementation, materials development, and training.

## IMPLEMENTATION

The instructor cites such skills required to implement this course as full knowledge of community health agencies and the operation within those agencies; competency in designing, implementing and evaluating health education programs; ability to analyze program plans; ability to establish and maintain good relations with community agencies; and ability to monitor and assess students' progress. The course does require more of the instructor's time than his other courses. This time is spent with both agencies and students in preparation, consultation and follow-up. It is important for the faculty to be sensitive to the agencies' needs and to thank them for their cooperation.

At the beginning of the semester the department invites several community agencies to the campus to meet with the students and faculty. The faculty has screened the participating agencies, ensuring their ability to provide the student with some experience in educational programming and their commitment to professional supervision. Some agencies contact the department and request to be part of the program. It is desirable, but not required, that there is an M.P.H. on staff.

The instructor believes that for this type of course to be successful, the faculty must be committed to the idea that agency-based experience is an essential component of the health education curriculum. Furthermore, faculty need to maintain a sincere interest in seeing university students make a contribution to the community agencies.

## RESULTS

The instructor feels that the course has a great impact on the students' skill development. It increases their ability to work with other people and their chances for employment. Many of the students are offered jobs at the sites.

This course has improved the instructor's program analysis skills and his interpersonal skills in problem solving with students. He enjoys the community contact and feels it helps him keep current in his professional field. He feels a great deal of personal satisfaction in teaching this course, and although it is a demanding job, the benefits far outweigh the costs.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is a requirement for health education majors. Students and representatives of the community are invited to a planning session where the agency supervisors make a presentation about their organization and the kind of work the students will be doing. The students submit their first three choices to the faculty. Since students often work in teams of two at the agencies, they also submit their choices for a "partner." The assignments of agencies and partners are made by the faculty.

**Activities:** The student spends a minimum of 20 hours a week working "in, around, or for" the community agency. They participate in staff meetings and are given specific assignments by the agency for planning, implementing and evaluating health education programs.

At least 25 community agencies are involved, representing a variety of health and human service agencies in the San Francisco Bay Area, such as the County Health Department, University Health Service, American Red Cross, March of Dimes, family planning agencies, senior health services, and American Cancer Society.

The staff planning sessions (seminars) are held weekly for three hours. After the first few weeks, the students conduct these staff meetings, planning the agenda and facilitating the meeting. One group of students takes minutes of the meeting, which are circulated to the agencies. Supervisors are invited to attend. Staff planning sessions are designed to provide an opportunity for mutual planning and program monitoring by instructors and students, helping one another develop materials and solve problems.

Additionally, students are required to complete "individual reports" on their agency experience. These reports analyze and comment on their personal and professional growth as a result of their experience. Students are expected to identify areas of strength and weakness, identify experiences that contributed to professional development, and reflect on their expectations for the experience. Each student team is also required to submit a detailed report of all activities and programs that were part of the fieldwork experience in the agency.

The instructor visits the site or contacts the supervisor by telephone about three times a semester. He also spends from five to eight hours per semester in individual conference with students. The student is evaluated and assigned a letter grade based on the supervisor's written evaluation (40%), participation in staff planning sessions (30%), and two reports (30%). The supervisor's report is shared with the student. The supervisor's evaluation covers eight areas of performance: (1) reliability/responsibility, (2) resourcefulness, (3) creativity, (4) human relations, (5) communication, (6) analytical ability, (7) attitude, and (8) accomplishments.

See APPENDIX B for student evaluation form.

# COURSE DESCRIPTION

**Title:** Health Sciences Fieldwork

**Department:** Health and Social Resources

**Contact:**
Sidney Harrison
Department of Health &
Social Resources
University of Nevada
Reno, NV 89557

**Credit:** 1-3 semester units

**Enrollment:** 7-48 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 3-9 hours per week at field placement; 2 teacher/student conferences during the semester

**Purpose:** The course provides students with firsthand knowledge about the variety of health care professions available and about the many processes that go into delivering health services.

## IMPLEMENTATION

The course is presently in a transition stage, having been transferred from the Medical College to the College of Arts and Sciences. This is also the first year the instructor has taught it. The new department plans to add a seminar component in the near future.

The faculty skills needed to implement the course include the ability to initiate contact with agencies that might provide opportunities for students; the ability to elicit information about needs, interests, and goals from students; supervisory ability and an understanding of agency structure. This course requires more personal contact with the students than the instructor's other courses, and the amount of time needed for student conferences is sometimes difficult to accommodate.

Students select their own placement; the amount of training and professional supervision varies.

## RESULTS

The course gives students the opportunity to assess their ability and desire to work in the health care field early in their college experience. They begin to establish their professional goal and to see the applicability of theoretical knowledge to a practical setting.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is required for health education majors. Most of the students who take the course are in pre-medical or pre-dentistry programs. Entrance requirements for the course include: (1) completion of 3 medical science courses, (2) completion of 55 credits, (3) approval of the student's faculty advisor, (4) acceptance by an approved health professional who is willing to supervise the field experience. Students recruit their own placements, which include private practice offices, hospital clinics or emergency rooms, medical or dental supply offices or community health agencies. The student presents a completed application form (including advisor's and supervisor's signatures) to the instructor, who helps the students plan their placement experience outlining both goals and learning activities that will help them meet their goals.

**Activities:** Student activities at the sites vary with the agency and the supervisor involved. They are usually observers, assisting personnel in interviewing and transporting patients, and in keeping records.

Students spend 3 hours per week at the placement for each unit of credit. (1 credit = 45 hours, 2 credits = 90 hours; 3 credits = 135 hours). However, if students elect to write a paper relating to their field experience, they may work a fewer number of hours ( 1 credit = 35 hours; 2 credits = 70 hours; 3 credits = 105 hours). This paper can be a case study, literary research about observed disorders, or an analysis of clinical staff procedures. The scope of the paper is approved by the instructor.

Whether or not students write the optional term paper, all students are required to submit a self-evaluation, which includes not only a brief description of their activities, but also a discussion of the value of the fieldwork experience and any insights gained about the health care system. In addition, students submit evaluations from their supervisors.

At present, the only monitoring mechanisms are the student conferences and the supervisor's report. There are plans to add a seminar component to the course. The course is offered on a pass/fail basis. The student's grade is based on: (1) fulfilling the contract, (2) the written product, and (3) performance at the site. The instructor would like to have a standardized supervisor evaluation form to ensure the same level of detail and specific behaviors are reported on for each student.

# COURSE DESCRIPTION

**Title:** Principles of Historic Preservation

**Department:** Historic Preservation

**Contact:**
Don Fowler
Department of Historic Preservation
University of Nevada
Reno, NV 89557

**Credit:** 3 semester units

**Enrollment:** 8 students

**Student Level:** Undergraduate juniors and seniors; graduate

**Schedule:** 2 class meetings per week; 5-10 hours per week in the field

**Purpose:** Students learn the principles and procedures of historic preservation, including how to go about placing buildings on the National Register of Historic Places.

## IMPLEMENTATION

This course began one year ago when a chair was endowed for the program. The instructor selects the campus or community sites according to their potential for being placed on the National Register. Contact is made with the State Historic Preservation Office as a resource for students. The course instructor needs to have some legal, architectural and photography skills. Teaching this course does not require more of the instructor's time than his other courses. A second experiential "practicum" course is currently being developed.

## RESULTS

In addition to successfully placing a campus building on the National Register, the class participated in the formation of a new historic preservation society in that area, the Washoe Heritage Council. The instructor reports that 25% of last year's class (3 of 12) have decided to pursue the field of historic preservation as a career.

# TEACHING/LEARNING PROCESS

**Preparation:** This is an elective course open to upper division and graduate students. It is an introduction to the concepts and techniques of historic preservation.

**Activities:** The field component of the course involves: (1) researching the architectural history of a particular building, (2) researching the functional history of the building, and (3) filling out state and Federal forms required to place new buildings on the register. The field research includes documenting the buildings by photographing them and making drawings or blueprints.

The students choose the building or buidings they want to work on and work individually and as a group to produce a proposal that nominates each building for inclusion on the National Register. The student's periodically make presentations to the class regarding their particular aspect of the research or report. The students' names are placed on this nomination, which is submitted to the State Historic Preservation Office in Carson City. If approved, it is sent to Washington, D.C. where a final decision is made. Last year's class was successful in placing a campus building on the National Register.

This year the class is attempting to put six campus buildings on the National Register of historical places. Future classes will work with other buildings in the area. The instructor estimates that approximately 125 hours per student are required to work on one building. This course is a useful orientation to the field of historic preservation as a possible career opportunity. The class attended the Statewide Historic Preservation Conference, and the State Historic Preservation Officer visits the class at the beginning of the semester.

Students' progress is monitored in the class seminars, through presentations of their work, and by means of two tests. Their grades are based on the proposal submitted (60%) and on the two tests (40%).

# COURSE DESCRIPTION

**Title:** Applied Historical Programs (Part I); History Internship (Part II)

**Department:** History

**Contact:**
S. Lyman Tyler
American West Center
1023 Annex
University of Utah
Salt Lake City, UT 84112

**Credit:** 5 quarter units for each of the two courses

**Enrollment:** 6-20 students

**Student Level:** Graduate; undergraduate juniors and seniors with permission

**Schedule:** Part I: 2 seminars per week; 7 class periods for visiting community sites.
Part II: 6-8 hours per week at the placement site.

**Purpose:** The course helps students gain a broad overview of the different historical agencies in the Salt Lake City area as well as become familiar with the roles and activities of one particular agency. It is an orientation to the non-teaching career possibilties for history majors.

## IMPLEMENTATION

The two courses began in 1973 and have been taught by the same instructor since that time. The only change has been to add new agencies, providing additional placements for students. Since there is a limited number of historical agencies in the area, the program will remain at its present size. The instructor limits the number of interns at an agency so that each student can have a variety of experiences. None of the internships are paid positions.

The instructor recruits the resource sites. There are two criteria for selection: (1) the agency must act as a repository for artifacts of historical value and (2) the agency must provide adequate supervision for student interns. Sometimes there is a problem with large institutions in that they have many activities and view the internship as just one more time-consuming activity with limited payoffs.

The instructor for these courses should have not only a good working knowledge of the different historical agencies in the area, but also be committed to the view that working at these sites is of great value to students. This instructor is a practitioner/historian and is currently the Director of the American West Center at the university.

## RESULTS

History students gain some solid career preparation. They learn that there are non-teaching jobs available, and if they do pursue teaching or research as a career, they know how the different historical agencies function and are able to efficiently seek out materials. Those who complete the internship learn not only about the structure of the agencies, but also about working with other historians in the field.

The best evidence of effectiveness for the course is the type of job placements students achieve in a very competitive field. Some are hired by the agencies where they completed their internship and others get jobs at similar agencies outside the state.

The instructor reports that the course helps him keep in touch with local agencies and with a variety of interesting topics in the field. It also helps him develop an appreciation for certain areas such as historic preservation, which are less well-known to him. He finds the course to be a satisfying experience due to the high caliber of students who participate.

# TEACHING/LEARNING PROCESS

**Preparation:** Sometimes students inquire about the course prior to enrolling in order to plan for it in advance. For the internship, students choose the agency and meet with the instructor to formulate their specific learning objectives.

**Activities:** The two courses are presented here as one course, not only because most students take both, but also because the two parts could, in fact, be one course in a university on a semester schedule. The first part, Applied Historical Programs, introduces students to the different agencies by means of field trips, seminars, and readings. In visiting sites, the students become acquainted with a variety of historical agencies and have the opportunity to explore certain aspects of the organizations without actually working there. The seminar discussions include an introduction to all the important local historical agencies and orient students to the national agencies. Guest speakers from different agencies sometimes discuss their organizations with the class. Two papers describing the structure and processes of two agencies are required. All this is preparation for their internship placement.

During the second part, History Internship, students participate in the activities at selected sites under supervision of a professional staff member. Students' duties include preparing museum displays, adding materials to the archives, and working as librarians. The instructor meets with the student in conference as often as needed and receives telephone reports from the agency supervisor. In conjunction with the internship placement, students are required to write a paper on what they have learned. Sometimes students fulfill this requirement by submitting an historical paper. A 45-page bibliography entitled, "Materials for the Study of Applied History," is provided to the students. This bibliography lists books, articles, journals, and manuscripts that will be helpful to the students' research efforts.

For the first course, the student's grade is based on the two papers and on his or her participation in the seminar. For the internship, the grade is based on the paper and on the student's performance at the site. The site supervisor is requested to discuss the student's performance with the student. Field sites for both courses include historical societies, historical and genealogical libraries, archives and records management programs, historical preservation aid restoration programs, museums, and oral history projects.

**Title:** Historiography and Historical Analysis

**Department:** History

**Credit:** 3 semester units

**Students:** 20 students; undergraduate juniors and seniors

**Contact:**
R. Hoffman
History Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

The course is required for history majors. Its purpose is to familiarize students with the techniques of writing and evaluating history. The course is divided into three parts: (1) The tools of writing and research: how to gather and evaluate historical materials; (2) The varieties of history and of historical explanations: what skills are needed and what places are available to research; and (3) Practicum: completing a historical project. There are assigned readings and discussion topics for the first two parts. The final four class sessions focus on the practicum--the problems of research and writing students encountered in their individual projects. Students choose the topic for their project, but all projects focus on the same historical event (e.g., the Constitutional Convention of 1787). This allows the class to work as a whole to understand the scholarly controversy surrounding the event and to try to solve at least part of the historical mystery involved. In addition to the final paper, students are required to put together a bibiliography on any aspect of the historical event, to analyze a primary source relating to the given period, and to criticize a scholarly secondary source. Students are evaluated on the basis of both oral and written work. The instructor feels this course builds good analytical thinking skills and good communication skills that contribute to students' future employment.

**Title:** History of California Business

**Department:** History

**Credit:** 5 quarter units for two consecutive quarters

**Students:** 10 students; undergraduate juniors and seniors

**Contact:**
Marshall Foletta
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

The two-quarter course is designed to provide students with both an academic background and first-hand knowledge of California business history. It is also intended to help students develop basic historical research skills. Students attend a three-hour weekly seminar in which they discuss assigned readings and share field experiences. They are expected to work 10-12 hours each week as volunteers in agencies involved with the business community. A list of agencies is made available to students, and placements are made during the first two weeks of the course. Weekly field assignments require the students to analyze various aspects of the placements in terms of the information and issues presented in the readings and through the historiographical skills introduced in the seminar. A sample field assignment is to prepare a brief historical sketch of the land on which a particular agency is located. Students make a fifteen-minute seminar presentation based on their individual research; this brings the class up-to-date on several topics. They also complete a research paper that uses the information and skills introduced in the readings and seminars and draws on their field experiences. Students are graded on the basis of their seminar participation, field assignments, final paper, and responsible performance in their field setting.

See APPENDIX A for syllabus.

# COURSE DESCRIPTION

**Title:** Magazine Production

**Department:** Journalism

**Credit:** 3 semester units

**Enrollment:** 15-23 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 3 class meetings per week; individual field assignments

**Contact:** John T. Johnson
Journalism Department
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

**Purpose:** The course provides students with knowledge of the history and operations of the magazine industry as well as extensive practical experience in several aspects of magazine production, including research, writing, design, typesetting, production, and distribution.

## IMPLEMENTATION

The course began about 15 years ago in order to give students experiences in all aspects of magazine production. It is now organized to have students work only in their areas of interest or experience.

The instructor should have some experience in the field of magazine production in order to be familiar with the realities of meeting deadlines and to help students plan realistically. He does arrange for guest speakers from the community. Flexibility is required both in attitude and in scheduling. The course is more work for the instructor (e.g., production requires some evening and weekend time).

The print costs for the magazine are a big problem in the course. Advertising in the magazine, so far, pays about a quarter of the costs. The remainder comes from the department's overall publication budget, generated by advertising revenues from two newspapers.

## RESULTS

Students gain skills that are useful in getting jobs in publishing not only in terms of techniques, but also in terms of working with others, in meeting deadlines, and in maintaining a disciplined and precision oriented quality in their work.

The instructor has enjoyed the opportunity to work closely with students toward a well-defined goal--the production of the magazine. He has also learned how to set type and increased his knowledge of the printing process.

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# TEACHING/LEARNING PROCESS

**Preparation:** Students in the course have already had one semester of production-oriented journalism courses. They are encouraged to take the course for two semesters.

**Activities:** The students and instructor work as a team to publish two issues of the magazine Prism each semester. The student roles in the magazine production process are determined by their interests and expertise. Not everyone participates in all phases of production. There are some group assignments and some individual assignments, all of which have clearly specified deadline dates that must be met.

The first week of class is spent in an introduction to the process and in staff organization. Everyone in the class purchases a production tool kit and completes reading assignments in the required text, The Graphics of Communication (Turnbull and Baird). The topics for class discussion include research, typography, copy fitting, photo editing, sizing, printing technology, layout, and paste-up. In-class exercises are used to familiarize students with production tools. All students construct a page "mechanical," which includes photo cropping and sizing, paste-up of copy, page design, lay down "rules," and pasting-up headline. Guest speakers are invited to speak on such topics as Starting a Magazine, Advertising and Promotion, Magazine Marketing, Paper and Ink.

The production tasks, which require most students' direct involvement, sometimes take place concurrently with the theoretical discussions. They include the process of developing "query letters," which are intended to interest a magazine editor in a certain topic and which take less time to develop than a complete article. Developing a "query letter" requires one day of library research on the designated theme, a half day to follow up on library sources, and another half day to write the letter. On the basis of these queries, stories are assigned to the student by the instructor who is performing as senior editor. Photo assignments are also made with a due date assigned for contact sheets. Stories are rewritten and edited and typesetting begins five weeks from the start of the semester. The first issue of the magazine is ready for distribution three weeks later. The students critique the issue in class and then begin production on the second issue, which takes six weeks to distribution.

The instructor monitors all aspects of the production, meeting with the students three times a week. The first issue is especially difficult because few of the students have had any experience with the production/paste-up process.

The students' grades are based on their ability to meet deadlines; quizzes; in-class exercises on production techniques; editorial contributions (story ideas, quality of manuscript, manuscript preparation, design and photo contributions and quality of submissions); and production contributions (devotion to the task, willingness to work, assistance to and cooperation with other staff members). The students are evaluated both at midterm and at the end of the semester. The evaluations, which include both the instructor's and the managing editor's comments, are shared with the student in the form of written critiques.

# COURSE DESCRIPTION

**Title:** Journalism Internship

**Department:** Journalism

**Contact:**
LaRue Gilleland
Department of Journalism
University of Nevada
Reno, NV 89557

**Credit:** 3 semester units

**Enrollment:** 8-20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Monthly seminars; minimum of 120 hours per semester at field placement

**Purpose:** The internship offers students the opportunity to apply what they have learned during their college career, to orient themselves to their future profession, and to gain on-the-job experience.

## IMPLEMENTATION

The course was started in the early 1930's in order to give students some job experience before graduation. The present instructor has taught the course for five years. He recommends that the instructor of this course have several years of experience in the print medium. This course requires less of his time than his other courses; his greatest problem is in not having enough interns to meet the demand from the agencies.

The instructor has a list of 50 sites. It is not difficult to obtain sites--the requests for students exceed the number of students available. The sites must first of all be associated with the news medium. They must also be places where the students could possibly work after graduation, and they must offer the supervision of a professional journalist.

## RESULTS

The internship experience gives students the opportunity to apply the cognitive skills they have acquired in the classroom. For some it tends to confirm their interest in a journalism career; others decide not to pursue this career. About eight percent of the interns end up working at the agency where they were an intern. Most of the others get positions in related areas with different employers.

# TEACHING/LEARNING PROCESS

**Preparation:** The instructor assists students in selecting sites that correspond not only to their interest, but also to their strengths and weaknesses. The student is responsible for arranging the working hours at the site. The instructor gives the students a sheet of "Guidelines" outlining their responsbilities for the internship.

**Activities:** The course is required for journalism majors and culminates the undergraduates's journalism program. Students are placed as interns in agencies specializing in newspaper work, radio or television news, advertising, or public relations. At the site, students are treated as apprentices. Newspaper students, for example are beginning reporters--gathering news and writing reports. The instructor maintains contact with the site supervisors by telephone and occasionally by visits.

Students are required to keep a diary of their internship experiences. This diary contains a daily summary of activities and copies of stories written or published at the agency. The instructor reads the diaries at mid-semester and at the end of the semester.

Students also submit two papers. One is a research paper summarizing the latest developments in the field. The second is an overall assessment of their internship experience.

The monthly seminar has two purposes--to discuss problems and successes of internships and to prepare for getting a job in the journalism field. In the first seminar, the available sites are discussed and the instructor presents some criteria for evaluating them. The next three seminars are spent in informal discussions of the field experiences and in practice and discussion of resume writing, job applications, and job interviewing.

The student's grade is based on the papers (15%) and on the performance at the site (85%). The site supervisor, or "professional cooperator," is asked to submit a written progress report on the student at mid-semester and a final report including a recommendation for a grade at the end of the semester.

See APPENDIX B for student evaluation form.

**Title:** Philosophical Issues of Work

**Department:** Philosophy

**Credit:** 4 semester units

**Students:** 20-25 students; undergraduate juniors and seniors

**Contact:**
David E. Soles
Philosophy Department
Wichita State University
Wichita, KS 67208

The objectives of the course are: (1) to become familiar with the main issues and problems considered in a philosophy of work; (2) to critically examine responses to these issues; and (3) to formulate individual responses to these issues, drawing upon theoretical investigations and practical work experience. The student's field work corresponds to his or her career aim and is arranged prior to the beginning of the semester. The class meets for a group seminar once a week for two hours. Students are expected to have read the assigned material and to be prepared to discuss the issues under consideration. Topics for discussion include affirmative action policies, the moral issues of mandatory retirement and the philosophical justification of government or union control of the workplace. Students work in a supervised field placement for a minimum of fifteen hours a week, where they are visited at least three times by either the instructor or a teaching assistant. Also, each student is scheduled to have four office conferences with the instructor or the teaching assistant. The purpose of these individual sessions and on-site visits is to help the student integrate the philosophical considerations of work with his or her practical work experience. Students are required to submit three papers during the semester. Topics are chosen from a list provided by the instructor and each student develops a systematic, coherent response to a work issue drawing upon both theoretical and practical considerations.

**Title:** Philosophy Internship

**Department:** Philosophy

**Credit:**

**Students:** Graduate level

**Contact:**
Louis I. Katzner
Philosophy Department
Bowling Green State
University
Bowling Green, OH 43403

The Master of Arts program in applied philosophy is in its fourth year of operation. The program places the majority of applied philosophy graduate students in full-time internships for one or two quarters. Students have completed internships in a variety of areas, including counseling, grant proposal analysis, law, mental retardation, philosophy for children, public relations, and environment.

The goal of the program is to demonstrate that philosophers can use their theory and intellectual skills in community service. According to the instructor, "in most cases, internships have enabled graduates to obtain employment that normally would have been closed to philosophy majors." One student described his internship experience as providing ". . . a forum for the application of the skills acquired in my study of philosophy: critical analysis, the assessment of epistemological deficiencies, and the ability to think clearly and apply theories and concepts to actual situations. It gave me an inside view of the workings of the bureaucracy and its methods of policy formulation. The experience also provided me with an acquaintance with the basic research concerns of public health . . . . And lastly, the internship opened up new areas of professional interests as well as providing future opportunities for work."

During their internship students work on specific projects which are quite often the basis for their thesis. One student, working as a caseworker counseling the families of abused, neglected or dependent children, developed an operational definition of neglect for his thesis. It was the student's intent that his work would "provide a useful tool for the community as well as those in academe."

# COURSE DESCRIPTION

**Title:** Public Service Internship

**Department:** Political Science

**Contact:**
Raymond Pomerleau
Department of Political Science
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Credit:** 3 semester units for internship; 1 semester unit for articulation seminar

**Enrollment:** 12-15 students

**Student Level:** Undergraduate seniors, graduate

**Schedule:** Weekly articulation seminars; 12-15 hours per week at field placement

**Purpose:** The course provides the student-intern with a learning experience offering exposure to and an understanding of the environment and the tasks and functions of particular public service agencies.

## IMPLEMENTATION

The instructor has taught the course for fourteen years. He feels that in order to teach a course like this, one needs not only to be conversant with the literature, language and concepts of public administration, but also to have a working knowledge of public agency operation, and preferably to have worked in one as an employee or as a consultant. Some additional faculty time is required at the beginning of the semester to counsel and place students, but the instructor does not have as much class preparation time as he would have for a lecture format.

Host sites are recruited by the instructor, by the student, or by both working together. The number of sites is constantly expanding in order to meet a variety of student interests. A successful off-campus placement requires a clear designation of who the site supervisor is, what specific project the student will work on, where the student will be working, and how he or she will be oriented to the agency business. This and other information is put in writing by the agency and kept in the student's file by the instructor.

## RESULTS

The instructor cites the following benefits of the course: "the opportunity [for students] to receive professional appraisal, the 'intangible benefits of contact' between the intern and the experienced administrator, the introduction to career opportunities and, possibly, a competitive edge with the host agency for future recommendation or immediate employment, as well as the opportunity to examine the extent to which interests, skills, and temperament are compatible with certain contemplated careers."

The instructor finds that teaching this kind of course offers him an opportunity for a different, almost a peer-type, relationship with his students as he guides, counsels and facilitates their learning.

# TEACHING/LEARNING PROCESS

**Preparation:** Preceding enrollment, the instructor and each prospective intern discuss the student's personal interests, career objectives, qualifications and academic standing. An intern is expected to have completed an introductory course in public administration. The instructor is then able to help the student make a plan. This may mean (1) simply approving the student's own preferred placement and project, (2) helping a student with well-defined interests find a suitable placement, (3) helping a student who has no idea, placement, or project focus on an area of possible activity. The instructor guides the student in making a site selection but leaves it to the student to contact the agency, giving the student experience in the process of getting a position. When a student is accepted at the agency, a description of the intern's responsibilities and hours is sent to the instructor.

**Activities:** The instructor describes the course in terms of five broad arenas of learning: (1) The arena of the host agency; (2) The arena of the articulation seminar, where individual internship experiences are shared with other interns, progress on research projects is reviewed, reading materials are analyzed, and students have the opportunity to integrate the knowledge gained in the seminar with the skills and values gained during the internship experience; (3) The arena of the journal experience, which is structured to provide students with a self-teaching, self-monitoring experience. It is an opportunity to record questions, perceptions, feelings, and attitudes, as well as high and low points of the work day; (4) The arena of one-to-one-contact between intern, faculty coordinator, and field mentor--contact that helps students develop strategies to enhance and make maximum use of the placement experience; and (5) The arena of informal learning from interacting with other interns in the program and with practitioners outside the placement agency.

Sample placement sites include Board of Supervisors' offices, consumer agencies, Parks and Recreation Department, District Attorney's Office, U.S. Office of Personnel Management, and Department of Health and Human Sciences.

At the end of the internship students are required to prepare and present two reports, which allow them to organize and articulate the results of their internship experience. The first is the journal. The second is a research project pertaining to the students' particular operational function at the agency. This may take the form of a summary of accomplishments, detailed observations about the agency's mission, research on a selected topic, or analysis of a key event. Guidelines for each of these two reports are given to the students.

Evaluation is on a credit/non-credit basis. The final grade is based on the site supervisors evaluation, the student's journal and analysis paper, and on his or her participation in the articulation seminar. The site supervisor is given a student intern evaluation form, which provides for assessment of the student's work performance, dependability, initiative, cooperation, resourcefulness, and demonstrated potential toward his or her intended career in public service. The supervisor is asked to share this evaluation with the student.

See APPENDIX B for application and student evaluation forms.

# COURSE DESCRIPTION

**Title:** Congressional Internship

**Department:** Political Science

**Credit:** 6 semester units

**Enrollment:** 4 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Full-time placement in a U.S. Senator's office

**Contact:**
Don Driggs
Political Science
Department
University of Nevada
Reno, NV 89557

**Purpose:** The course is designed to increase students' understanding of how Congress works and to provide a good background for career decision making in law and government.

## IMPLEMENTATION

The course was started in 1966 as a means of giving students first-hand experience with Congressional activities. There have been some changes in the course since that time. The students used to receive a letter grade for the course; the course requirements at one time included book reports every two weeks and a major research report at the end of the semester. The interns were also required to take a course at a Washington, D.C. university during their internship. The course structure has changed its emphasis from a more academic approach to an experiential one in terms of focusing on the students' activities at the site rather than on their literature review and research.

There is only one resource for the course, the offices of the two U.S. Senators from Nevada. The Political Science Department maintains contact with the staff of each office.

The instructor receives no teaching credit for supervising this internship course. The living expenses of the students are paid. However, their travel expenses are not covered.

There is some interest in expanding the program by developing a State Legislative Internship course, which would offer students a part-time placement without pay.

## RESULTS

A high proportion of the student interns go to law school, and this course is a definite asset to their application. The experience increases the students' understanding of how the congressional system works and helps in their career decision making.

# TEACHING/LEARNING PROCESS

**Preparation:** To apply for admission to this course, students submit a written statement of why they want to participate, together with three references. A high grade point average and nine previous credits of political science are also required. Students indicate which senator they would like to work with and the department faculty submits the names of three students to each senator. The senator and/or the staff make the final choice. The students are prepared for the experience by completing assigned readings on how the Congress works. The instructor meets with the interns to brief them on their internship roles.

**Activities:** Under the supervision of a senatorial staff member the students do research work on constituency problems and sit in on committee meetings. The constituency problems vary, but include such problems as Social Security, Veterans Administration, or the Bureau of Land Management. From time to time interns are also called upon to fill in for regular staff members on leave. At the end of the semester they submit a paper summarizing the entire field experience.

These students are highly qualified and highly motivated. They are not closely monitored by the university faculty. However, the instructor does receive bi-weekly reports as well as informal verbal reports from the supervisors as to the nature of the students' work and the level of their involvement.

The students are graded on a pass/fail basis and everyone passes. The basis for the evaluation is the site supervisors' informal reports and the students' papers summarizing their activities as an intern.

# COURSE DESCRIPTION

**Title:** Municipal Internship

**Department:** Government

**Credit:** 4 semester units

**Enrollment:** 6-10 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly seminar; 12-15 hours per week at field placement

**Contact:**
William Lunch
Department of Government
University of San
Francisco
San Francisco, CA 94117

**Purpose:** The course enables students to test, in "real" situations, the theories presented in class or in readings. Specific objectives of the course are stated as questions that students investigate during their internships (e.g., the impact of the Federal Government on the city and district vs. non-district elections of city supervisors).

## IMPLEMENTATION

To start a course like this one, a teacher needs to know the politics of the community and what resources are available. He or she could then prepare the course materials and identify possible placements for students. The instructor selects the sites. However, a student may suggest an internship placement, which is subject to the approval of the instructor. Teacher skills required include the ability to run the type of seminar that is needed and set up and monitor placements.

Successful implementation of the course will depend on ensuring that commitments between students and community resource people are being kept, since the continuance of the course is dependent on the willingness of the field sites to participate. To keep colleagues from contesting the value of the course, do not isolate the course from the rest of the program or department and keep academic content as an important part of the seminar.

The instructor also cites some problems associated with this type of course. If the site supervisor does not offer "meaningful work," students can feel underutilized and unchallenged. The students' lack of familiarity with the organizations can sometimes cause problems that need to be resolved early in the placement. Finally, more teacher time is required than in regular courses.

## RESULTS

The instructor feels the field experience is extremely important for students since it gives them the opportunity to test theory with practice. He also feels that the course has been valuable in promoting "friendly relations" between the university and local government agencies.

# TEACHING/LEARNING PROCESS

**Preparation:** Students are prepared for the internship experience in a seminar meeting that focuses on the role and responsibilities of both students and supervisors.

**Activities:** The instructor sets the course objectives, which vary from time to time depending on political phenomena. Course activities include an internship at a local government agency, such as city hall, the district attorney's office, the police department, or congressional offices. The major responsibilities of the student intern, the supervisor and the instructor are outlined in a "memorandum of understanding" regarding the proposed placement. The student spends 12-15 hours a week under direct supervision. The student is responsible not only to "undertake all reasonable assignments" at the site, but also to provide feedback to both the supervisor and the instructor about the internship experience.

The weekly seminar provides students the opportunity to share experiences they have had as an intern and to relate these experiences to theory in public administration. There is one required text for the course, City Politics by Edward Banfield and James W. Wilson. Some additional readings are also assigned. Students are required to write three short papers in response to questions posed by the instructor. These in-class exercises are the basis for seminar discussion. A sample question is:

> The progression of mayors in recent San Francisco history shows the decreasing influence of labor and the rise of public officials with a "public regarding" perspective, as defined by Banfield and Wilson. Do you agree or disagree with this interpretation? Why?

Students also submit a final paper at the end of the semester. The topic for this paper is given by the instructor. The following is a sample final paper topic:

> The Almanac of American Politics sees San Francisco politics in turmoil, as highly uncertain. Taking the recent election and the things you have learned while at City Hall into account, make a projection of the direction of San Francisco politics and government for the decade of the eighties. Include evidence from the recent past and analysis, such as that included in Banfield and Wilson in your paper.

The instructor monitors the student's internship to determine its appropriateness and to identify any problems the student might be having. This monitoring takes place in the seminar or in individual student conferences at the student's request. At midterm the instructor sends the supervisor a request for an interim evaluation of the student's performance. The instructor encourages the students to report any problems at the placement early so any misunderstanding can be cleared up. If necessary, however, a placement can be changed. The instructor evaluates the student's products and assigns a grade based on papers and seminar participation (60%) and site supervisor's evaluation (40%).

See APPENDIX B for student evaluation forms.

# COURSE DESCRIPTION

**Title:** Practical Politics

**Department:** Political Science

**Credit:** 4 semester units

**Enrollment:** 15 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 2 seminar meetings a week; 5-10 hours per week in the field

**Contact:**
Kay Lawson
Political Science Dept.
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Purpose:** The course provides students with the opportunity to gain political experience by working with either a pressure group or an electoral campaign.

## IMPLEMENTATION

In 1971 this instructor and 3 others began the course in response to student interest in the political situation. The course is always offered at the time of an election, since many of the placements are at campaign headquarters.

The instructor does not require that the placement sites involve the students in special learning activities. Instead, she gives the students a series of assignments which requires them to participate in and/or make inquiries regarding specific activities, such as use of the media, fund-raising, candidate scheduling, etc. She believes it is unrealistic during a busy campaign to ask someone on the site to assume teaching responsibilities. She encourages her students to accept any assignment, and keep alert for opportunities to participate in as wide a range of activities as possible, but never to suggest to the site supervisor that he or she must be given a particular opportunity "for the course."

It does take time to set up the contacts in the field, and the instructor feels it is helpful to have some experience working with campaigns, and some sympathy for their needs. She also feels the instructor should have a commitment to political participation beyond his or her own partisanship.

## RESULTS

As a result of taking this course, students learn how campaigns are run, how pressure groups work, and observe the voting behavior of political constituencies. They learn about active citizenship, about what it takes to be a candidate, and about potential jobs in the political arena. One student wrote in her journal:

> "I have never been involved in any way in politics, and, for the first time, I've gotten a taste of what it's all about. I suppose I was afraid to even volunteer for fear it would show how little I knew, until I was forced to do so at the beginning of the semester.
>
> "I'm no longer afraid to ask questions even if they seem very stupid, or to get involved. In fact, I find political work very exciting and rewarding. I know I can gain knowledge by reading and intend to continue doing so, but getting in and actually working is the greatest learning experience I could have had. I know I have gotten more out of the last 8 weeks than I usually do out of a whole semester."

# TEACHING/LEARNING PROCESS

**Preparation:** The course is an elective and is open to all levels of students. The only prerequisite for taking the course is an interest in active participation in a political campaign or working with a pressure group. Students choose the group or campaign of their choice and submit the name of their supervisor at that site to the instructor during the first week of class. If a student has no preference for a particular group, the instructor helps him or her make a selection.

**Activities:** The course is designed not only to provide credit for a student's experience with a political group, but also to help the students relate what they are learning in the field to the theory and political strategies they read about in this course and in others. Sample placements include political party headquarters and pressure groups, such as Citizens Action League, ACLU, Sierra Club, Common Cause, and Amnesty International. Reading for the course averages 77 pages per week and is assigned from such texts as the following:

Jeffrey M. Berry, Lobbying for the People (Princeton University Press)
Xandra Kayden, Campaign Organization (Heath)
Michael Margolis, Viable Democracy (Penguin)

In addition, each student selects a book related to his or her work in the field and writes a book report on it that includes a brief synopsis of the key points, a discussion of the book in terms of the student's field work, and a general evaluation of the book. A second paper, a personal strategy paper, is also required. This paper identifies a political change the student would like to see made, discusses the change in terms of the campaign he or she is working on, and summarizes the student's responses to working in politics as a way of effecting change.

The students also keep journals of their experiences and attend a seminar twice a week. These are opportunities for the students to discuss their placements and to relate their fieldwork to various theories and to their own developing interests. The seminar is structured so that the first hour is spent in discussion of the reading and the placements, and the second hour is for individual conferences with the instructor. The instructor stresses the importance of class attendance to the students: "It is where I find out what is going on and offer what help I can. It is where you find out and learn from others' experiences. And it is where we all go through the reading and see what help it has to offer."

For the seminar, the instructor asks the students to prepare responses to exercises based on their fieldwork activities and impressions. Sample exercises include finding out about the fund raising activities of your campaign or group, observing the relationship between the group and its national headquarters.

The student's grade is based on: (1) 45% level of activity, as evidenced by journal, seminar contribution, and evaluation letter from group headquarters, (2) 10% book report, (3) 10% midterm, (4) 10% personal strategy paper, (5) 10% final exam, and (6) 15% class participation. Class participation is based on response to the exercises, reporting of group activities, being up to date on the reading and being able to see and discuss links between fieldwork and reading.

# COURSE DESCRIPTION

**Title:** Introduction to Policy Analysis

**Department:** Public Policy

**Contact:**
Eugene Bardach
Department of Public Policy
University of California
Berkeley, CA 94720

**Credit:** 4 or 5 quarter units for 2 quarters

**Enrollment:** 35-40 students

**Student Level:** Graduate

**Schedule:** First quarter - seminar twice a week; second quarter - 10 hours per week at field placement.

**Purpose:** The two-part course offers students the opportunity first to acquire policy analysis skills and then to gain experience in their practical application by working as part of a problem-solving team at a local community agency.

## IMPLEMENTATION

The two-quarter course is part of the small Public Policy Department's Master program. The course was started in 1973 and is team taught by two instructors, an economist and a political scientist. Although students used to engage in the field work without any preparation, they were unable to function effectively without prior exposure to the methodology of problem solving. The current course structure helps students develop the skills involved in policy analysis, such as problem solving and political argument, prior to venturing into the field.

For the second quarter activities, the instructors find placements for the students and place them in teams of three at different agencies. The agencies are glad to have the students' help. The instructors have tried various formats for seminars during the second half of the course, but none have worked. Students are very interested in their own team's problem and are not interested in what the other teams are working on. They do, however, come together at the end of the placement to discuss their projects.

The instructors would like to have more contact with the agencies so they can get a better idea about the interpersonal skills the students are acquiring through the teamwork and their work with agency personnel and clients. The students receive some financial support and they have access to a university car and to the departmental office telephone.

## RESULTS

In addition to gaining expertise in problem solving and policy analysis, the students learn how to work in groups, how to approach a problem and resolve it while dealing with different points of view and special interests. Some students find difficulty in arguing their points and others find it hard to be flexible and to listen.

The agencies are pleased with the program, and some solicit student teams to work for them. The instructors feel that while this course is a good experience for students, there is no need to expand the department's field-based courses at this time.

# TEACHING/LEARNING PROCESS

**Preparation:** The preparation for the field work is the first quarter course on the methodology of problem solving.

**Activities:** The course is offered in two parts. The first offers the student the opportunity to practice his or her policy-analysis skills on sample problems in the classroom setting. There are required readings in three texts and a schedule of assignments that includes written work and oral presentations.

Texts: Laurence E. Lynn, Jr., Designing Public Policy: A Casebook on the Role of Policy Analysis (Santa Monica, CA: Goodyear, 1980).

Jerome T. Murphy, Getting the Facts: A Fieldwork Guide for Evaluators and Policy Analysts (Santa Monica, CA: Goodyear, 1980).

Jeffrey L. Pressman and Aaron Wildavsky, Implementation: How Great Expectations in Washington are Dashed in Oakland (Berkeley: University of California Press, 1973).

Students are asked to submit written reports on specific policy questions, such as the asbestos problem in public schools, direct popular elections of the president, preservation of scenic rivers vs. farmers' need for water, legalization of the sale of laetrile. Students also review specific public policy decisions and then prepare a response to the decision, engaging in a definite reasoning process. Specific questions posed by the instructor guide them in this effort.

The second part of the course involves working on policy problems at a community agency. Students are placed at agencies in groups of three and work together on policy problems facing the agency. For example, students placed with the Costal Commission researched the process of aquaculture (salmon and oyster culture) in a local area, studied the policy of the state toward this effort, and recommended to the Commission that it be subsidized. Other student teams worked at the City Manager's office or the School Board office where they assisted in long range planning efforts.

Although there is no seminar held concurrently with the fieldwork, the department is small and the instructor meets with the student teams informally. At the end of the placement there is a follow-up meeting where the students present their projects and have a peer and instructor critique of their problem-solving techniques. This review is also an important part of the learning process, since students are sometimes not aware of how they have been influenced by their agency's point of view. The student's grade is based on his or her performance at the field site and on the final product.

# COURSE DESCRIPTION

**Title:** Public Advocacy and the Law

**Department:** Interdisciplinary Studies

**Credit:** 5 units per quarter for 2 quarters

**Enrollment:** 15 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 2 hour seminar; 10-12 hours per week at field placement.

**Contact:**
Dennis Keating
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

**Purpose:** The course introduces students to the opportunities, limitations, and contradictions of the legal system as an agent of social reform.

## IMPLEMENTATION

The course is part of the university's Field Studies Program and follows the course design and implementation procedures of that program. The instructor has taught the course for three years but is not teaching it this year. He feels that to be successful in teaching the course, the instructor should be knowledgeable about the field of law and have experience in law reform. He reports that this course did require more of his time in individualized consultations with students than his other courses, and also that he was not able to spend as much time as he would have liked with some of the better students in the course because of other demands on his time.

The instructor was alerted to potential problems at the placements by reading the students' journals as well as by their attendance and participation at the seminar.

The instructor mentioned there was sometimes a problem with agency expectations of student involvement during term breaks. They might expect the student to continue working or to make up that time later even though the student's schedule had already been explained to them.

## RESULTS

The instructor reports that he gets a great deal of satisfaction from teaching the course because of the increased personal contact with the students. He feels he has learned about small group work and about the use of journals by trying them out in this course.

The instructor feels the students get a good introduction to community organization and insight into the field of law. It helps them decide whether to go on to law school or not; most have some students stay on at the placements and others go on to take other field study courses.

The agencies have responded very favorably to the course and would like to have more students. But because of a lack of university support for the field study approach or for crediting student community service, the program will probably not be expanded.

# TEACHING/LEARNING PROCESS

**Preparation:** There are pre-enrollment interviews with the instructor and the placement. The instructor gives background information on the placement agencies in the seminar.

**Activities:** Students spend 10-12 hours per week in civil legal aid and community organization offices where they have direct client responsibilities as well as project responsibilities as assistants to lawyers and other staff. Students provide welfare, housing, and consumer information to clients. They also do legal counseling and participate in community organizing. Each student has a supervisor at the site, and the instructor maintains telephone contact with that supervisor regularly.

Readings and seminar sessions cover such issues as law as a profession, the character of the American legal system, dilemmas of social reform, and the effects of class, race, and sex upon legal development. Discussions about the readings include connections to the individual placements. The instructor breaks the class into small groups to discuss the placements and then reconvenes as a large group for more exchange. During the second quarter seminar students present their papers to the group and participate in a legal advocacy exercise. Outside speakers are invited to address the class, for example, lawyers, paralegal personnel and law students. Many of the students in this course are interested in going to law school.

Students write about their expectations and impressions of the field placement in their journals. The journals are collected three times during the first quarter. At the end of the second quarter, students present their term papers to the class. Topics investigated by students were consumer protection legislation, housing legislation, landlord/tenant relationships, community organization and the difference between "service approach" and impact legislation. Students also evaluated agencies' services by interviewing the recipients of the services or the attorneys involved in the services.

Half the grade for the course is based on the site supervisor's report and the other half is divided between the paper and the student's participation in the legal advocacy exercise.

# POLITICAL SCIENCE / LAW

**Title:** Preparation for Work in Legal Services

**Department:** Social Sciences

**Credit:** 5 quarter units

**Students:** 25 students

**Contact:**
Jody Bruce
Merrill Field Office 7B
University of California
1156 High Street
Santa Cruz, CA 95064

The seminar provides students with a basic understanding of the theoretical and practical issues concerning law and legal services, particularly as the legal system affects those people whose needs traditionally have not been served by the legal system. It is a requirement for students planning to do a field study in the area of legal services during the following quarter. The seminar meets twice a week until near the end of the quarter when students begin working in the field. Then it meets once a week. Seminar topics include welfare law, poor people and the law, women and minority people and the law, the criminal justice system, the courts,and the politics of law school and the legal profession. Representatives from legal service agencies make presentations to the class and students are expected to choose a placement that suits their interests and skills. There are assigned readings and students are asked to bring two written questions to each session to facilitate discussion and to ask of the guest speakers. Written assignments include a two-page bibliography on a selected area of interest, a mid-quarter topic paper of three to five pages, an interview write-up based on the student's visit to potential placement sites, and a final paper or presentation. Students are encouraged to work in small groups on this final project.

**Title:** The Legislative Process

**Department:** Political Science

**Credit:** 3 semester units

**Students:** 18 students; upper division

**Contact:**
Paul Davis
Political Science
Department
Truckee Meadows Community
College
7000 El Rancho Drive
Sparks, NV 89431

This is a course for students seriously interested in political science and the workings of local government. Applicants must have completed an introductory course in political science. They are interviewed by both the instructor and a local government official. There are four requirements for the course: (1) working 3 hours a week in a local government office; (2) meeting in a seminar every two or three weeks to discuss the progress of the internship; (3) writing a short paper on attitudinal studies; and (4) keeping a journal of the internship experience. The paper assignment is given by the instructor and involves a test of Professor Anthony Down's theory of bureaucratic career orientations. Students are given guidelines for making journal entries. The field placements in local government offices have been recruited by the instructor. The student's work at the site consists of special projects or research as needed by that office. Sites include the Mayor's Office, City Council offices and the County Commissioner's office. The supervisor at each placement site plans the learning activities with the student, monitors the student's learning during the semester and evaluates the student's performance. The student's grade is based on this evaluation, the paper, the journal and the participation in the seminar.

See APPENDIX B for journal guidelines.

**Title:** Political Internship Program

**Department:** Political Science

**Credit:** 5 quarter units for two consecutive quarters

**Students:** 20 students; undergraduate juniors and seniors

**Contact:**
Kathleen Farnan
Department of Political Science
University of California
Berkeley, CA 94720

The course provides students with the opportunity to work in the real world, to gain both experience and contacts, and to understand the ways their academic studies relate (or do not relate) to issues and concerns in their political lives. Course activities include 12 to 15 hours per week at an agency, a seminar that meets for two hours every other week, and tutorials scheduled for the alternate week. Readings are assigned from both literary and social science sources that deal with the problems of observing and participating, understanding various language systems, using roles and labels, questions of professionalism and political ethics. The list of available placements changes each quarter, but includes such sites as the Mayor's Office, congressman or senator's offices, Municipal Court, Tax Reform Association, Friends of the Earth, EPA, Neighborhood Legal Assistance Foundation, and California Public Interest Research Group. The tutorial offers students the opportunity to discuss their individual research projects, experiences, or problems at their agencies. Students keep journals and write several short papers during the first quarter. At the end of the second quarter they complete projects and make presentations to the class. These are usually summations of their research findings. For example, one student prepared a legislative analysis of a bill before the State legislature.

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**Title:** The Law in Action

**Department:** Political Science

**Credit:** 3 units per semester

**Students:** 18-35 students; undergraduate juniors and seniors

**Contact:**
David S. Mann
Political Science Dept.
College of Charleston
Charleston, SC 29401

The course acquaints students with the theory and application of criminal law. It is team taught by a sociology instructor and a political science instructor and designed to accommodate students of sociology, political science, urban studies, psychology, and other related disciplines. The course is divided into three parts: (1) the theory of the law; (2) observations of the actual implementation of law, and (3) the contrast between the theory and the practice of law. In the first part of the course, readings are assigned and lectures are given on the topics of structure of justice, typology of crime, theories of law, controlling function of law, justice and conflict resolution, and symbolic function of the law. A quiz on the lecture and reading material is given. For the second part, the observation, students visit the police department, solicitor's office, public defender, private lawyers, criminal courts, juvenile detention, and pre-release center. Students submit written reports of their observations. For the final part of the course, the students, organized into panels, make presentations to the class and discuss their observations. Students are graded on their quiz 40%, individual report 40%, and panel presentation 20%.

# COURSE DESCRIPTION

**Title:** Community Involvement Program

**Department:** Psychology

**Credit:** 1 - 6 semester units

**Enrollment:** 60-70 students

**Student Level:** Undergraduate juniors and seniors

**Contact:**
Maureen O'Sullivan
Psychology Department
University of
San Francisco
San Francisco, CA
94117

**Schedule:** 2 seminars during the semester; 30 hours per credit unit at field placement

**Purpose:** Students have the opportunity early in their career (1) to see whether a career in psychology is what they thought it might be and to examine their motivations and skills to determine whether they should continue; (2) to apply their classroom learning to actual situations demanding knowledge of psychology; and (3) to examine functioning mental health institutions, to observe professionals and perhaps experience the problems and rewards in an on-the-job setting.

## IMPLEMENTATION

For this type of course, the teacher needs strong organizational abilities, interpersonal skills, and an ability to operate seminars. The teacher must have a strong commitment to the field-based aspect to keep it going and should be able to develop ways of knowing what is going on at the sites without making constant visits. Some "start-up time" to establish sites in the community is necessary in the beginning. Without this time devoted to setting up and monitoring resources, a field-based course will fail.

The instructor has developed approximately 60 sites for the course. All are psychological service organizations. The ideal site is one in which the student has a great deal of personal responsibility in the day-to-day functioning of the institution coupled with intensive instruction and supervision. Experience alone does not make a good placement.

## RESULTS

The most important example of student impact is the students' increased capability to realistically assess their own interests, abilities and deficits. The instructor finds it a challenge to be able to organize and conduct this kind of course, but equally satisfying to see the student's personal growth.

# TEACHING/LEARNING PROCESS

**Preparation:** At the first meeting of the semester details of the program are discussed and an information packet, including syllabus, forms, and a list of placements, is distributed. At this meeting students are oriented to the nature of the field component.

**Activities:** By the end of the first month students select placements that are approved by the instructor. Parameters of specific activities at the field site are negotiated by the student and the site supervisor. The student also chooses whether to submit a term paper or an experiential journal as a final product. The term paper topic is approved by the instructor. Specific guidelines for keeping the journal are provided to the student, who is expected to make weekly entries and to submit the journal entries to the instructor in conference during the semester.

Each student submits a letter of understanding listing the placement selected, the number of hours of work to be completed by the student, and the choice of final product to the instructor. Both student and instructor sign the letter.

Seminars to discuss placement experiences are scheduled at the beginning and end of the semester. Students must attend both of these seminars.

There are no regularly scheduled seminar sessions. Students can sign up for small group meetings or an individual conference with the instructor during the semester. At that time the journal entries are reviewed, problems are discussed, and academic or career-related questions are raised and discussed.

Evaluation is completed by the instructor and is based on the number of hours completed at the site (compared to intention), attendance at the general meeting and seminar, completion of course forms, and quality of the term paper or journal. The field supervisor completes an evaluation form on the quality of the student's work at the site and documents the number of volunteered hours. The student also completes a course evaluation form, rating the quality of the learning experience and the value of the course.

See APPENDIX B for course evaluation form.

# COURSE DESCRIPTION

**Title:** Practicum in Counseling Families

**Department:** Counseling and Guidance

**Credit:** 3 semester units

**Enrollment:** 3 students

**Student Level:** Graduate

**Contact:**
C. J. Downing
Counseling and Guidance Department
University of Nevada
Reno, NV 89557

**Schedule:** Weekly seminar; 10-15 hours per week at field placement; 1-2 hours per week in a teacher conference

**Purpose:** Students receive an opportunity to improve their knowledge base and skills in counseling techniques and program development, to demonstrate their effectiveness in counseling situations, and to evaluate their counseling skills and behaviors.

## IMPLEMENTATION

The course began 18 years ago. Its purpose was to train school counselors--a practicum course is required for accreditation. The present instructor has taught the course for four years. Changes that have been made in the course include improved communication with site supervisors, more time spent at the site by the students, recruitment of more appropriate sites, and a proposal to have a pre-practicum workshop. The instructor feels that such a workshop would better prepare students for the realities of the placement by orientating them to the particular sites and familiarizing them with the experiences of former students. It would also help students focus on specific career plans, since the practicum itself only gives students exposure to one type of counseling. The instructor would like them to have a better overall view of the field and the various career opportunities.

In order to teach this course, the instructor should be a competent counselor. The instructor should also be knowledgeable about the sites and have some supervisory skills.

## RESULTS

As a result of the course, students acquire some very specific counseling abilities. They also gain some experience in self-evaluation of their own skills, goals, and relationships.

The instructor says that "this is the most rewarding course I teach" and believes practicums of this sort are essential. He would like to see them expanded so that more than one practicum would be required. The course does take more time than his other courses in terms of individual consultations and on-site visits. All the department's practicums get very high evaluations from the students.

# TEACHING/LEARNING PROCESS

**Preparation:** Students apply to take the course and are accepted based on their completion of prerequisite courses in counseling and group process, the instructor's assessment of their academic performance to date, and completion of some "significant life experience." This might, for example, be an employment-, marriage-, or family-related experience.

Each student makes a preliminary statement of needs and interests. Based on this statement, the student, instructor, and site supervisor together plan the students's placement activities. The instructor feels that a pre-practicum workshop to prepare students for the practicum experience would be advantageous to both students and instructor.

**Activities:** The course is one of several practicums the department offers dealing with counseling in various settings (e.g., private agencies, schools, employment settings). It is usually required for a Master's Degree.

Students are placed in a variety of operating counseling facilities (e.g., counseling testing center at the university or community college, rural family clinics, public schools, Job Corps Centers). Placements are made based on the students' needs and interests, the availability of the preferred site, and the receptivity of the supervisor to the students. At the site, students attend staff meetings, perform such routine operational functions as record keeping and making appraisals. Although they also counsel clients, usually they co-counsel with another staff member. They are supervised at the site by a staff member; the instructor meets with each student weekly and visits or telephones the sites every other week.

Audio or videotapes are made of the students' counseling sessions at the sites and are reviewed and discussed either in the conference or in the seminar. The seminar meets once a week. The students report on their experiences, and the class reviews the audio or videotapes of student counseling sessions for the purpose of self-evaluation and general discussion of counseling practices.

Each students keeps a journal and at the end of the semester submits a written report that briefly describes his or her functions at the agency. The student's evaluation is based on the following: 80% performance at the site; 10% participation in seminar; 10% written product. The majority of site supervisors provide a written evaluation of the student. The instructor stresses student self-evaluation and shares the final evaluation of the work with the student.

# COURSE DESCRIPTION

**Title:** Child Care: The Developing Child in Contemporary Society

**Department:** Interdisciplinary Studies

**Contact:**
Sue Brand
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

**Credit:** 5 units per quarter for 2 quarters

**Enrollment:** 12 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 2-hour seminar; 10 hours per week at field placement

**Purpose:** The course provides students a format for the study and discussion of the practices, policies, and theories related to children in our society. Students gain experience in working with and planning for young children by serving as interns at child care centers.

## IMPLEMENTATION

The course is offered as part of the Field Studies Program. The instructor has taught the course for four years. She reports that, in addition to training in the field of child care, the instructor for this course would need to have a real interest in working in the field. She spends quite a bit of time setting up and visiting the sites. She selects sites that will provide students an opportunity to meet at least once a week with the supervisor. Additionally, the supervisor must be willing to evaluate the students' performance at the placements. All the field sites are close to the campus.

The instructor is sensitive to the importance of integrating the theory with the students' practical experiences. Her planning for the seminars include ways to incorporate the readings into the discussions about the student experiences. The instructor mentioned one problem that many of the students experienced was the difficulty of being an "authority figure" for the children with whom they work. It is the subject of much discussion and a topic for many of the final papers.

## RESULTS

The instructor reports that she observes tremendous personal growth on the part of the students in terms of their ability to define their personal and professional goals, to assess their own abilities and interests and to respond to the demands of the internship commitment. Quite often these objectives change during the course, and the instructor feels that the need to be explicit about them in the contract is helpful to the students' self-assessment. She noted a significant improvement in the students' ability to listen to each other in the seminar. Students have reported to her that they feel the readings are helpful to them in their work. Some of the students decide against a career working with children, but many obtain jobs in this field or go on to graduate school.

The instructor feels she has gained some skills in facilitating discussions and in helping students integrate theory and practice. She is personally gratified to see the changes in the students as they make discoveries and gain confidence in their abilities.

# TEACHING/LEARNING PROCESS

**Preparation:** There is a pre-enrollment process in which interested students apply to the instructor and are interviewed by her. The instructor gives preference to junior and senior applicants and attempts to have a group of students representative of different social and ethnic backgrounds in the course. She spends the first seminar session helping the students choose a field placement, which they choose by the second week of class. A learning contract is filled out by the student and agency supervisor who then meet with the instructor to discuss the contract.

**Activities:** An interdisciplinary approach to child care is maintained throughout the course. Students are encouraged to explore ideas of psychologists, sociologists, and administrators, and eventually to generate their own theories.

Students work as interns in local child care centers, private pre-schools, and therapeutic nursery school programs. The field placements are varied and students are encouraged to choose a center that fits their needs and interests.

Weekly seminars are designed to encourage as much student input and participation as possible. During the course of two quarters, students move from a generalized to a fairly specific knowledge of child development and behavior in group care settings. Students also look at various alternative models of day care through assigned readings and through actual class visits. The first hour of the seminar usually consists of group discussion about issues in the field placement combined with an instructor presentation. Sometimes the students organize into small groups to discuss a given topic and then reconvene into the large group format for further discussion. The instructor has a list of seminar topics and readings for the first quarter. For the second quarter, she attempts to bring readings and discussion material that relate to the particular interests of these students.

During the first quarter students keep journals of field observations. These are collected every two weeks and are commented on by the instructor. By the second quarter the student is expected to have isolated a question, problem, or issue that he or she is interested in studying further. The instructor meets with each student to help him or her prepare to conduct a seminar on this topic. Sometimes this presentation involves the class making a field site visit. At the end of the second quarter, each student submits a paper on this chosen subject.

The course may be taken either on a pass/no pass or a letter grade basis. Grades are assigned on the following basis: field work 1/3; seminar participation 1/3; and written work 1/3. The agency supervisor completes a written evaluation of the student's work and discusses it with the student.

See APPENDIX A for syllabus and APPENDIX B for learning contract and student self-evaluation forms.

# PSYCHOLOGY

**Title:** Pre-Career Exploration in Clinical Psychology

**Department:** Psychology

**Credit:** 9 semester units for each of two consecutive semesters

**Students:** 20 students; undergraduate juniors and seniors

**Contact:**

Robert Suczek
Psychology Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Students in the course can expect to develop knowledge, understanding and skills in at least three areas--clinical psychological work, the profession of clinical psychology, and methods of inquiry and evaluation in clinical psychology. The course requires 16 hours per week of field work, a weekly 2 hour seminar meeting, and a monthly workshop at which outside speakers are invited to discuss clinical matters. A pool of potential placements is available and a yearly "Fieldwork Fair" is held to help students find an appropriate placement site. The selection process is considered part of the learning process. The three seminar sections are taught by different instructors and are modeled after a clinical staff conference where students discuss clinical issues in their work and relate them to conceptual and theoretical ideas gained from readings. Students keep a journal throughout the year and compile a bibliography of readings relating to their fieldwork during the first semester. They must also complete two projects: (1) a study that focuses on a clinical issue or problem and draws on their personal experiences and (2) a field study of some aspect of clinical psychology as a profession. Students are graded on the basis of the quality of participation in staff conferences, and the quality of their projects and reports as well as the development of attitudes important in clinical work--self-awareness, self-discipline and clarity in communication.

**Title:** Undergraduate Field Experience

**Department:** Psychology

**Credit:** 1-6 quarter units

**Students:** 30 students; primarily undergraduate juniors and seniors, some sophomores

**Contact:**

Leonard Haas
1320 Social Behavioral Science Building
University of Utah
Salt Lake City, UT 84112

The course provides students a supervised, practical learning experience at an agency offering psychological services. Since the course is open to any level of undergraduate students having completed the three prerequisite courses, it provides an opportunity for students to find out early in their academic careers whether or not they want to work in this area. The students select their own agencies from a list provided and submit their learning contracts, formulated with input from the site supervisor, to the instructor. The instructor or the teaching assistant meets individually with each student once a semester. This usually occurs at midterm and allows students to review their progress, raise issues or problems, make suggestions to improve their participation in the program, or plan for future experiences. The class meets as a group three times during the quarter. In these sessions the dynamics of entering into an agency are discussed, and students present their agencies and discuss their placement experiences and problems. Placements include a variety of mental health and social agencies, both public and private. At the end of the quarter, the agency supervisors evaluate the students in terms of their performance of assigned responsibilities and their achievement of specified learning objectives. Students in turn evaluate the agencies in terms of the supervision received and their perception of the quality of the experience. Pass/fail grade assignments and the continued acceptability of an agency as a valid placement depend on the feedback obtained from these evaluations.

See APPENDIX B for student evaluation and learning contract forms.

**Title:** Creativity and Architectural Psychology

**Department:** Psychology

**Credit:** 3 quarter units

**Students:** 25-35 students; all levels

**Contact:**
Calvin W. Taylor
Psychology Department
University of Utah
Salt Lake City, UT
84112

The course is designed to orient students to the philosophy and research in the area of creativity and to introduce them to the concept of architectural psychology. It is the world's first graduate program of this type. By the end of the course, students have a heightened sense of awareness regarding their own potential for creativity and ways in which they can learn apart from the traditional modes. They also have some understanding of the architectural and other climate barriers to creativity, physical functioning and learning. The course meets twice a week to discuss the assigned readings and the topics introduced by the instructor and to complete the inclass exercises related to the recognition and expression of creative talents. For example, students are asked to work as a team creating a city as they draw it together on large sheets of paper. The class takes field trips to look at a variety of buildings, both on and off campus, and considers design problems, such as how to design a home to accommodate shifts in family population or how to design a locker room for atheletes to prevent the loss of momentum at the end of the game. At the end of the quarter, students write a final paper on what they think was their best idea of a design for people. The instructor is noted for his research and publications in the area of creativity.

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**Title:** Field Experience in Adolescent Development

**Department:** Human Development and Family Studies

**Credit:** 3-9 semester units for two semesters

**Students:** Undergraduate juniors and seniors

**Contact:**
Catherine Howard
College of Human Ecology
Martha Van Rensselaer
Hall
Cornell University
Ithaca, N.Y. 14853

According to the syllabus, the course "focuses on extending the students' understanding of the field of adolescence by placing them in a unique and stimulating learning situation." Although the course offers both pre-professional training for the students and public service to the community, these are secondary outcomes. The primary objective is to help students, through the seminar and structured academic work, "to use their experience as the basis for a thoughtful reconsideration of various ways of conceptualizing adolescence." To achieve this objective, both direct work with teenagers and a structured academic component are needed. Students spend between 10 and 30 hours per week in a field setting. Placements include human service organizations, schools, employment agencies, legal services and youth bureaus. The weekly seminar deals with questions raised by the placement experience and includes a discussion of these activities in terms of theories of adolescent development. Students are also required to prepare assigned readings, generate materials for discussion, lead a meeting of the class, and act as scribe for some class sessions. Students keep a "critical incident journal," which is handed in every other week, and write a final paper analyzing their site in terms of its relevance to adolescent experience. Students are also asked to spend a half day at two other sites and write a brief report of these visits and to compile newspaper or other articles relating to their agency or to youth issues.

**Title:** Community Psychology

**Department:** Psychology

**Credit:** 5 quarter units

**Students:** 10 students per class; undergraduate upper level

**Contact:**
Rhona Weinstein
Psychology Department
University of California
Berkeley, CA 94720

This course is intended as an introduction to the field of community psychology. It covers the historical context, scope and direction of the field, conceptions of community and its cultural diversity, and adaptive/maladaptive functioning within a social and ecological framework. Current examples (case histories and empirical studies) of community interventions are analyzed with a primary emphasis on delineating conceptual models of institutional settings and the process of change. Methodologies for both the implementation of interventions (e.g., ecological models, advocacy, consultation and organizational development) and the assessment of effectiveness are also explored across a variety of systems, such as education, mental health and criminal justice.

In addition to providing a forum for discussion of class material, sections function as study groups organized around different themes, depending on student and TA interest and experience. Students generate projects, singly or in groups which will involve field research on problems suggested by a community approach and especially by previous experience. By the end of the quarter, students are required to submit a paper based on their research of a community problem.

The instructor reports that the student's selection of a research problem is usually based on questions raised during other field placement experiences. An example of a student research project is to explore the acculturation problems of two groups of immigrants and then to determine how the relevant social service agencies perceived the needs of these people and how well they responded to those needs. The student papers are discussed in a symposium format during the last week of the course.

One purpose of the course is to help students raise questions, design instruments for information gathering, collect data and analyze it, and write a final report summarizing their findings. In the process of carrying out this research activity, the students become familiar with a variety of community agencies, broadening the base of community contact initiated by previous field placement experience.

**Title:** Psychology Field Services

**Department:** Psychology

**Credit:** 2-4 semester units

**Students:** 20 students; undergraduate juniors and seniors

**Contact:** Rosemarie Bowler
Field Work Coordinator
Psychology Department
San Francisco State
University
1600 Holloway Avenue
San Francisco, CA 94132

Psychology Field Services is aimed at allowing students in the general psychology undergraduate major to augment their coursework with field experience. Students may enroll in Field Services for 2-4 units, depending on the number of hours spent in a community agency (between 4 and 12 hours per week). A bi-weekly seminar gives students the opportunity to share their experiences as well as providing them a brief overview of different psychological services in the community. Professional issues are discussed as they apply to the particular field placements students are working in. Students are required to keep a journal of their experiences at the placement. The journal helps the instructor monitor the student's progress and also gives the student a chance to reflect on their experiences. They write both an objective description of the situation and a subjective analysis of their own expectations and reactions. Students are expected to acquire an overview of applied psychological services in the seminar, and to make connections on how theory is integrated in praxis. Students are evaluated by their site supervisor who shares this assessment with the students. The instructor meets individually with each student to go over the supervisor's evaluation, bring closure to the student's experience and to help the student define his or her future direction.

See APPENDIX B for learning contract and student evaluation forms.

# COURSE DESCRIPTION

**Title:** Crisis Intervention

**Department:** Social and Health Resources

**Contact:** Colleen Stotler
Social and Health
Resources Department
University of Nevada
Reno, NV 89557

**Credit:** 3 semester units

**Enrollment:** Average of 55 students

**Student Level:** Undergraduate

**Schedule:** 3 class meetings per week; 3 hours per week at field placement

**Purpose:** The introductory level course is intended to increase students' knowledge and understanding of the causes of crises; to give them exposure to crisis areas; to increase their problem-solving skills; to give them a working knowledge of community resources; and to help them decide early in their college program if they want to continue in the social service area.

## IMPLEMENTATION

The course began in 1970 and was originally taught in conjunction with the psychology department. It was designed to acquaint students with the nature of crisis situations and with the means to deal with them. The instructor has taught the course for 10 years. In that time, increased emphasis has been placed on the experiential aspect of the course--students have been encouraged to include the volunteer experience.

The instructor has developed 10 community resource sites. The supervision required at the site is minimal. The Social Health and Resources Department is creating a position for a volunteer coordinator who will handle recruitment and monitoring of placements. The instructor also invites guest speakers from the community to the seminar.

In order to teach this kind of course, the instructor needs to be aware of community agency activities and be able to blend academic learning and practical experience. The large class makes it difficult to get students involved in discussion. A smaller group would be preferable. Although this course requires more of the instructor's time in placing students and in evaluating their progress, it is a good opportunity to get to know the students in terms of their interests and abilities, information that is useful in upper division fieldwork placements.

## RESULTS

Through the course and the field experience, students learn how to apply a problem-solving approach to crisis situations. The experience helps them decide if they want to continue in social work, and if they have a successful volunteer experience, it helps build their confidence.

The instructor receives good evaluations from the students. The course is popular with the students and is recommended to them by other faculty members. Since this is an introductory course, the instructor is able to see the growth of the students in the field over a period of time. She would like to develop a course on alcohol and drug abuse using a similar approach.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is an elective with the only prerequisite being an introductory course in psychology.

**Activities:** There are two parts to the course: (1) The classroom-based part has assigned readings, lectures, and discussions on specific topics (e.g., crisis theory, birth crisis, family crisis, financial crisis, emotional crisis, alcohol and drug crisis, crisis of death and dying). (2) The community-based part includes a part-time volunteer placement at a crisis-oriented agency (e.g., hospital emergency services, crisis call line, search and rescue, extended care facilities for the elderly, abuse centers).

Students who are social work majors are required to take a volunteer placement and write an "experiential paper" based on this experience. The "experiential paper" may be done in a diary or journal form. It includes a time estimate of hours spent at the agency, a reporting of the student's activities and a personal critique of the student's growth during the experience. A letter of evaluation from the agency supervisor is attached to this paper. Non-majors may choose not to have a field placement, in which case their final product is a research paper based on an area of crisis.

The basic text for the course is Emergency Psychiatric Care (Resnick and Ruben). Additional readings are on reserve at the library.

The student's progress in the course is monitored by feedback sessions in the seminar and also by individual conferences. The large number of students in the class, however, limits the amount of time spent with each. The student's grade is based on in-class exams (66%) and on the paper (33%). The site supervisor's report is a part of the student's paper. The instructor feels the assessment process would be improved by standardizing a form for the supervisor's evaluation.

# COURSE DESCRIPTION

**Title:** Field Experience: Child and Family Studies

**Department:** Home Economics

**Contact:**
Sally Kees
Home Economics Department
University of Nevada
Reno, NV 89557

**Credit:** 8 semester units

**Enrollment:** 5-10 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly seminar; 45 hours per credit unit at field placement

**Purpose:** The course provides an opportunity for the student to assess career alternatives, to observe and experience a realistic work situation as a means of gaining professional skill and competence related to the student's career interests.

## IMPLEMENTATION

The course was started several years ago as a result of the school's commitment to helping students gain experience working with families and translate theory into practice. The only change that has been made in that time has been to reduce the number of faculty approvals needed for each student's placement contract. The instructor reports that the present forms and procedures are satisfactory.

Some agencies request students; others the instructor recruits. There must be adequate supervision of the student at the agency, and the agency supervisor takes part in planning, monitoring and evaluating the student's learning.

## RESULTS

The instructor feels that the course not only offers a chance for practical application of the students' classroom knowledge, but also provides an opportunity for them to learn things about agency functions they do not learn in the classroom. It gives them a chance to learn skills in problem solving and to gain perspective on being a professional. The instructor believes that this course helps students bridge the gap between being a student and being a professional. Last year all students were offered jobs by their agencies.

The instructor keeps up to date with a variety of community agencies through the student placements. She has developed her counseling skills with students through the planning, monitoring and evaluating processes. Her big problems are time management and occasional difficulties with irresponsible or inadequately prepared students.

The community response to the program has been very positive. The agencies want more students than can be provided.

# TEACHING/LEARNING PROCESS

**Preparation:** To enroll, a student files a letter of intent with a faculty member the semester preceding the one for completing the field experience. Together they discuss possible placement sites; the student researches the different sites, interviews with the agency to discuss objectives and activities, and completes a written contract. This contract includes location of field experience; name of cooperator or supervisor; beginning and ending dates; number of credits to be earned; number of hours per week to be spent "on the job"; objectives for the experience; explanation of the activities to be performed; and method for evaluating progress and accomplishment. The contract is signed by the student, community cooperator, and faculty supervisor and submitted to the Dean for final approval by the end of the second week in the semester.

**Activities:** The School of Home Economics requires students to complete eight credits of field experience for a B.S. degree. This may be completed in one semester, or may span several semesters with a 4/4 or 3/5 credit split focusing on two separate field sites. This upper division course places students in a professional, part-time position in a community agency. The part-time placement can be voluntary or a paid position. If voluntary, the student works 45 hours for 1 unit of credit; if paid, the student works 90 hours for 1 unit of credit.

The placement sites include state and local agencies, such as children's clinics, high school learning centers, children's behavioral services, pre-school services, and maternal health services. The amount of student autonomy at the site varies according to the student's background. Some are supervised more than others, but all will play a responsible role at the agency.

Students keep a journal of their experiences, which helps them recognize how they are perceiving the situation and provides a record of impressions they can refer to later. Students also prepare a summary paper of their experience or give a summary presentation in the seminar. The seminar meets once a week, at which time the instructor presents topics for lecture and discussion and works with students to solve any problems related to the field placement.

The student's contract includes target dates for completion of each activity and progress toward these goals is monitored by both the field supervisor and the course instructor. The student meets with the instructor and the supervisor at least twice during the semester. The instructor makes visits to the sites and maintains a written and informal contact with the supervisors. Each supervisor submits a "Report of Student Progress" to the instructor twice during the semester.

The student receives one unit of credit for the journal and report. The remaining credit is awarded based on the student's performance at the site. The supervisor's two reports and the instructor's evaluation are shared with the student.

See APPENDIX B for learning contract and student evaluation forms.

# COURSE DESCRIPTION

**Title:** Introduction to Social Services

**Department:** Social and Health Resources

**Credit:** 3 semester units (soon to be 4 units)

**Enrollment:** 102 students in 2 sections

**Student Level:** Undergraduate freshmen and sophomores

**Schedule:** Class meetings; 3 hours per week in field work

**Contact:** Larry Pickard
Department of Social
Services & Corrections
University of Nevada
Reno, NV 89557

**Purpose:** Students receive an introduction to the field of social welfare and a basic knowledge of the institutions and services that comprise that system.

## IMPLEMENTATION

The department started the course in the 1960's. The present instructor has taught the course for two years. The faculty skills required to teach this type of course include interest and expertise in the area of social policy, an awareness of a broad spectrum of social welfare services, and ability to integrate the theoretical and practical aspects of social welfare programs.

The instructor has a list of approximately 45 social welfare agencies that encourage student volunteers. The department usually recruits the agencies, but sometimes students contact them or agencies may approach the department. Categories of agencies include aging services, alcoholism, drugs, minorities, physical and mental health, probation and parole, vocational rehabilitation, welfare and family services.

The instructor reports that this course requires more time than his other courses in terms of individual conferences and follow-up with students. Coordinating the follow-up for so many different student experiences will, in the future, be the job of the volunteer coordinator.

## RESULTS

As a result of taking the course, students acquire a basic knowledge of the variety and scope of social skills required to work in a social service agency. It usually contributes to their personal growth and maturity by helping them focus on their potential effectiveness as a "helping person."

Students have a positive response to this course, and the social service agencies support it.

# TEACHING/LEARNING PROCESS

**Preparation:** Students select their preferred placement from a list of options provided by the instructor. This selection is made by the end of the second week.

**Activities:** This is a required course for Social Services and Corrections majors. Specific objectives are formulated for each semester. The current semester's list of objectives include: (1) To understand major social problems and also the services that have been developed to eradicate those problems. (2) To develop a beginning knowledge of social policy and its effect on social program planning. (3) To integrate theories of the social and behavioral sciences and to learn their practical applications. (4) To learn how our societal and personal values influence social welfare institutions and professional practice. (5) To develop a rudimentary knowledge of the skills and methods of intervention used in social work practice. (6) To gain voluntary experience in a social welfare agency/ institution.

Reading assignments are taken from the text Walter A. Friedlander and Robert Z. Apte, Introduction to Social Welfare (Prentice-Hall, Inc., 1980) and are discussed in class. In addition, students read at least one book from the supplemental reading list provided. Four exams, based on the assigned readings and class lectures, are given during the semester. Students must also select an agency, visit it, research its activities, and write a paper describing the nature of the service provided.

Social Services and Corrections majors are required to spend three hours per week in a community social service agency of their choice. (This is optional for non-majors.) At the end of the semester, students submit a paper describing the experience. An outline for that paper is provided, and it is suggested that students keep a log of their experiences to serve as a reference.

Student progress is monitored by their verbal reports in class and by a written report from the site supervisor. It is sometimes difficult to get evaluative responses from the agencies. The student is evaluated on the following basis: 70% exams, 20% paper, 5% participation in class, and 5% site performance.

See APPENDIX B for learning contract and student evaluation forms.

# COURSE DESCRIPTION

**Title:** Field Experience in Social Services

**Department:** Social and Health Resources

**Contact:**
Larry Pickard
Department of Social
Services and Corrections
University of Nevada
Reno, NV 89557

**Credit:** 5 credits per semester for 2 consecutive semesters

**Enrollment:** 30-35 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 2 hour seminar; 12 hours per week at field placement

**Purpose:** The fundamental purpose of the field experience is to deepen and enrich the academic content of the classroom. The field assignment in a social agency gives the student the opportunity to assume responsibility for productive tasks within the agency, to observe and identify with the helping person in a variety of professional roles, and to assess his or her own interest in and suitability for helping professions.

## IMPLEMENTATION

The instructor reports that teaching the course requires not only the expertise of a certified social worker but also a dedication to the education of professionals. It requires more of his time than his other courses in terms of individualized consultations, follow-up, and record keeping. He receives extra salary for his dual role of instructor/coordinator for this course. He feels it would improve the communication between the agencies and the department if more faculty time were available. The coordination effort is somewhat hampered by limited staff time. Another problem he cites is the difficulty in obtaining an objective, quantifiable evaluation of the course.

The department usually recruits the agencies, but sometimes an agency contacts the department. The responsibilities of the agency supervisors are outlined by the department and communicated to them. Agency supervisors are encouraged to report the progress of the student to the faculty during the semester.

## RESULTS

The course is successful in helping the students integrate the theoretical and practical aspects of social work. Students develop professional skills and many of the placements lead to jobs. Some studies have been done showing that approximately 75% of the students gained employment in their desired area.

According to the instructor, the course is one of the few ways academia relates itself to the real world. He also feels that teaching it has increased his effectiveness as a supervisor.

# TEACHING/LEARNING PROCESS

**Preparation:** A list of social service agencies is made available to the students intending to enroll in this course. They are asked to fill out a "Field Experience Preference Form" listing their first three choices, their reasons for these choices, their interest areas, and background and submit it to the instructor, who then schedules a conference with each student to discuss his or her preferred placement. The student arranges appointments with prospective agency supervisors and notifies the instructor of the agency he or she wishes to work with by the end of the semester prior to the beginning of the placement.

In addition to outlining the student's objectives and the course requirements, the orientation to the field assignment includes a discussion of the general responsibilities of the student to the University, to the agency, and to the people served by the agency. The student signs a statement acknowledging this "three-fold responsibility."

**Activities:** Each student develops a "Statement of Learning Objectives" for the field experience. The methods for achieving the objectives are outlined in this statement, which is signed by the student, the agency supervisor, and the faculty supervisor.

Additional course requirements include keeping a log record or summary of weekly field experiences. This log is turned in to both the agency supervisor and the course instructor the week following the recorded activity.

A term paper is required at the end of the semester, which includes a description of the agency setting and the student's evaluation of the meaning of the field experience. The details of this paper are discussed in the seminar. Also in the seminar, students are exposed to new ideas (i.e., cognitive development) and discuss experiences and problems in the field (i.e., problem solving). In fact, approximately half of the seminar time is spent on problem solving.

The students are graded pass/fail. The basis for their evaluation is: 85% performance at site, 10% participation in seminar, and 5% completion of paper. The evaluation is shared with the students, who are allowed to make comments on it.

See APPENDIX B for learning contract and student evaluation forms.

# COURSE DESCRIPTION

**Title:** Field Course in Social Science

**Department:** School of Behavioral and Social Science

**Credit:** 3 semester units

**Enrollment:** 20-25 students

**Contact:**
John Curtin
Social Science Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Student Level:** Undergraduate sophomore, juniors, seniors; graduate

**Schedule:** Weekly seminars for first half of semester, individual conferences thereafter; 6-20 hours per week at field placement.

**Purpose:** The course provides intellectual context and academic support for a student's work in the field as paraprofessionals in social service capacities.

## IMPLEMENTATION

The course began over 10 years ago as a travel/study course. Over the years, its focus has changed to local fieldwork study. The instructor feels that to be successful in this type of course the faculty member must be motivated and have some skill in facilitation. The instructor has to believe in fieldwork as a valuable educational experience and not do it for "less work" or for the approval of colleagues or others.

The instructor does not recruit the field sites. The students make their own placement arrangements and inform the instructor via the contract form what the placement is, who the supervisor is, what the student's schedule is and what the tasks are.

## RESULTS

According to the instructor, the students gain enormous benefits from the learning experience. The instructor likened it to trying to "learn" to play tennis by reading books and manuals. "You will never know it until you go out and try to hit the ball." The students receive experience that helps them get jobs later.

The instructor is able to establish "incredible contacts" with people in the community and has acquired a knowledge of agency interworkings. The major drawback, he finds, is the compromise of faculty control over the students' off-campus activities. It is more difficult to monitor their learning. He feels, however, that on the whole the benefits of teaching the course outweigh the "costs." Student enrollment is consistently high, and the community response has been very good.

# TEACHING/LEARNING PROCESS

**Preparation:** This is an interdisciplinary course required for a criminal justice minor. The first five class sessions give the students an orientation to field site placement and an introduction to in-person research methodology. The instructor describes the field sites he is familiar with and offers impressions of former students about various placements. The student selects the field placement and submits to the instructor a contract listing the agency, the supervisor and a description of the student's proposed scope of work.

**Activities:** Students work at a variety of sites, which they themselves contact and set up according to their area of interest. They work in prison law offices, planned parenthood offices, children's shelters, union offices, and elsewhere. They are expected to function as responsible staff members and quite often effect significant change at an agency. For example, a student at the Prison Law Office at a Federal penitentiary (1) receives inmate complaints, (2) researches the law, (3) contacts the inmate and presents findings, and (4) initiates legal action if warranted. Such a student role is often beneficial to both the clients and the institution.

The assigned reading--John F. Runcie, Experiencing Social Research, rev. ed. (Dorsey, 1980)--is discussed in the seminar. The instructor monitors the student progress in the coursework through the class seminars and by reading the student journals. He is available for individual consultation by request. He does not visit the off-campus sites.

At midterm an exam is given based on the lectures, readings, and student experiences. A sample essay question on this exam is:

> In this course you have been asked to consider a logical line beginning with one's aim in field study, running through one's data-gathering logic to one's selection of techniques. By using illustrations from the lectures, the text, other reading, and your experience in the field, identify and explain the crucial points along that logical line.

Also at midterm the student is required to finalize the Field Placement Contract which includes an abstract of the student's duties and hours at the agency.

The final product of the course is a journal or research paper. The instructor advises the students to choose themes early in their placement and to make journal entries to these themes. Most of the student products represent a combination of personal narrative and reflection on their experiences in terms of the theory and issues involved in social interaction and research methodology.

The instructor assigns a letter grade based on the student's midterm exam and the final product.

# COURSE DESCRIPTION

**Title:** Center for Institutional Change

**Department:** English

**Credit:** 4 semester units

**Enrollment:** 30 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly 2 hour support group seminar; a minimum of 8 hours per week at field placement

**Contact:**
Gib Robinson
Psychology Building
Room 237
San Francisco State University
San Francisco, CA 94132

**Purpose:** The program gives students an opportunity to perform community services at local agencies and, at the same time, develop their interpersonal skills, explore a career direction, and take a responsible role in their own education process.

## IMPLEMENTATION

The instructor describes the Center for Institutional Change (CIC) as "a program that is based on reciprocal learning, sharing, and teaching. It offers students credit for a combination of academic work, field experience, and personal involvement in the community." One and a half paid faculty work with this program, which has been in existence for seven years. It was started by this instructor, a member of the English Department. He says the eductional philosophy behind the program is "to give students an opportunity to move from the classroom into the community, from large lecture classes into small groups, and to provide students with support, training, and supervision in field experience." The objectives of the program are to create an opportunity for students to take responsibility in their own education; to integrate academic work with personal life experiences; to foster personal growth; to create a sense of community among students working together; and to create a reciprocal learning experience between students and the community.

The instructor has submitted proposals for financial support for the program to foundations and local corporations and has recieved funds for the program's operating expenses. The Center has an office that is staffed by students.

In addition to the field experience described here, the Center also offers a three-unit supplementary academic class in peer counseling for students interested in learning counseling and communication skills in a small group setting.

## RESULTS

CIC has a program evaluation form for the student interns to complete at the end of the semester. The purpose of the evaluation is to get feedback from the students in both the learning activities and the agency where they worked. The student responses indicate they have a better sense of their strengths and weaknesses, that they feel "more useful," and have gained a clearer idea of their career goals after taking this course.

CIC has attracted the interest and support of several community organizations and corporations. Both the instructor and the students have been asked to consult with secondary and postsecondary programs interested in the peer learning approach.

# TEACHING/LEARNING PROCESS

**Preparation:** An initial screening process takes place where interested students are interviewed individually by the CIC staff who inform them about the program and help them clarify what they could pursue in the course. The CIC staff member advises potential applicants that the course often requires more of their time and energy than other four unit courses. Students wanting to enroll in the course are given the names of suitable agencies to contact. They also sign-up to be contacted by a student supervisor (support group leader). The student supervisor further advises the students as to the specifics of agency work and the role of the support group. The students then interview at the agency and if accepted, begin work as volunteers.

**Activities:** The course requirements are as follows: eight hours of fieldwork per week; two hours at a support group seminar each week; an ongoing journal; written feedback to CIC staff at midterm and final; two meetings during the semester with CIC staff. Students are also asked to participate in "outreach activities," which involve contributing two hours per semester to administrative or public relations activities as needed by the CIC Office.

Although eight hours per week of fieldwork are required, most students spend more time at their agencies. The instructor reports that 11 hours was the average. The student voluteers' work is intended to supplement the work of regular agency staff by adding skil's and dimensions to the services and the activities provided by the staff. Volunteers also provide much needed individual attention and care that is not always possible with limited staffing. An example of an agency placement is the Northern California Service League, which provides services to inmates of the county jail and to defendants not held in custody. Other agency placements include a treatment center for emotionally disturbed children, an emergency shelter care facility for young men, a recreation center for the handicapped, and a health and referral center for women.

The support group seminar is an opportunity for the students working at the same agency to meet with each other and with the agency staff and CIC student supervisor for the purpose of discussing problems or feelings concerning work at the agency. It is also a chance to share plans for activities or projects with other students and co-workers. The supportive feedback generated by these sessions is seen as an important aspect of the total program.

The journal allows the student to reflect on his or her experiences at the agency. Students are asked to write about their feelings, impressions, ideas, opinions, insights and any questions they have about the work. The quality and depth of their involvement at the agency is apparent through this writing, and it helps the CIC staff find out what the agency experience is like for the students. It is also intended to be an opportunity for student self-evaluation. In addition to details of the day-to-day work at the agency, students are encouraged to include "portraits" of people they work with; discussion of theoretical questions about the design of the agency, its goals and limitations; discussion of their own role at the agency; and their personal goals.

Students are evaluated both at midterm and at the end of the semester by their agency supervisor for their placement performance and by their student supervisor for their participation in the support group and their journal.

See APPENDIX B for evalutation forms.

# COURSE DESCRIPTION

**Title:** Criminal Justice Internship

**Department:** Criminal Justice

**Contact:**
Ken Braunstein, Chairman
Department of
Criminal Justice
University of Nevada
Reno, NV 89557

**Credit:** 1-6 semester units; may be repeated for up to 9 units

**Enrollment:** Average of 10 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** 40 hours per credit unit at field placement

**Purpose:** The course helps students focus on a career and acquaint them with some of the tasks and responsibilities associated with different positions in the field of criminal justice.

## IMPLEMENTATION

The course started in 1973, when it was decided that some practical experience would minimize the number of "surprises" a student might face in a job situation. Changes in the course include a greater diversity of agencies involved and also a greater number of students participating. New agencies will continue to be added as they are needed. If a Master's Degree program is offered, the intership course may be a requirement for that degree.

The faculty skills and attitude required to implement this course include a good rapport and working relationship with agencies, knowledge of the roles of the agencies, a willingness to spend time with students or agencies when necessary, and a tactfulness in discussing problems.

The instructor has a list of available placements that have already been developed. If a student's interest is not accommodated by this existing list, the instructor contacts additional agencies until a suitable placement has been found. The instructor reports that the agencies have been very cooperative and responsive to the program's needs.

## RESULTS

The aim of the course is to have students become aware of what exists "out there" in terms of career possibilities. The instructor reports that sometimes the students become so involved in their agency duties that they work full-time and take a leave from their academic studies. A high percentage of the students get jobs with the agencies where they interned. One agency had nine student interns and later hired eight of them to work in paid positions.

The instructor receives a great deal of personal satisfaction from teaching the course. The students often indicate how valuable the course has been for them, and he is able to see them grow and mature because of the experience. It is often difficult, however, to act as liaison between the students and the agencies and not always possible to keep everyone satisfied. While all experiences are not positive ones, the instructor finds much to be learned from the negative experiences as well.

# TEACHING/LEARNING PROCESS

**Preparation:** The course is an elective with enrollment limited to criminal justice majors and minors. The prerequisites include all six required, lower division classes. The instructor meets individually with each student at the beginning of the semester to select a placement. If a student is accepted by the agency, a memorandum is sent by the Criminal Justice Department specifying the dates of the internship and the number of hours the student will be spending at agency. The department requests that the agency submit two documents: (1) a letter of acceptance of the student as an intern and (2) a letter of completion at the end of the semester indicating whether or not the internship has been successfully fulfilled. Although no evaluation of the student's performance is required, most agencies do provide them.

**Activities:** Activities at the field sites vary considerably due to the diversity of the placements. However, the pattern usually includes a brief administrative orientation followed by an observation period. Students then often receive some sort of case load where they interact with clients under the supervision of a staff member.

Sample placements include law-making and law enforcement agencies, such as the public defender's office, gaming control office, district attorney's office, coroner's office, correctional institutions, school security, probation and parole office. Internships need not be local; some students have completed internships in other states.

The student is required to submit three reports to the instructor. The preliminary report indicates where the internship will be served, the number of hours that the student intends to work, and the immediate supervisor to whom the intern will be responsible. This is submitted during the first week of the semester. The mid-semester report is a statement about the progress of the internship and suggests ways for improving the remainder of the placement. The final report, describing the usefulness and relevancy of the internship, also includes recommendations for improvement of future similar experiences for other students.

The instructor monitors the student's progress by means of his or her written reports. If there is a problem at the site, the instructor will make a visit to the agency. The grade is pass/fail and is based on the written reports and the satisfactory completion of the specified number of hours as the placement.

# COURSE DESCRIPTION

**Title:** Justice Administration Practicum

**Department:** Justice Administration

**Contact:**
Charles T. Fletcher
Justice Administration
Department
Brigham Young University
Provo, Utah 84601

**Credit:** Up to 8 semester units

**Enrollment:** 20 students

**Student Level:** Undergraduate juniors and seniors

**Schedule:** Weekly seminar; minimum of 112 hours at the field site.

**Purpose:** The course helps students bridge the gap between the theoretical and practical aspects of law enforcement and justice administration. It gives them a chance to get acquainted with the problems and the people involved in police work and to assess their own strengths and weaknesses in the field.

## IMPLEMENTATION

The course was begun about 1974. It is one of a series of three courses designed to give students "hands-on" law enforcement experience. A lower division course is offered to freshmen and sophomores and the placements are limited to the campus security force. The course described here provides juniors and seniors with off-campus experiences in the local community. A third course, a Los Angeles Seminar, places juniors, seniors, and graduate students with the Los Angeles County Sheriff's Department where they work full time for the spring or summer term. Students are hired as county employees at $4.00 an hour. The instructor accompanies the 10 or 12 students, who are selected by application, to Los Angeles, and holds a weekly seminar with them. This special placement arrangement with the largest county sheriff's department in the world augments the experiences the students get in the relatively small towns and cities of Utah.

The instructor cites his own personal experience in the field and his contacts in law enforcement agencies and societies as helpful in teaching the course. The Los Angeles Seminar requires preparation time and involves spending a term in Los Angeles and being available to the student interns as needed. During this term the instructor is released from his other university commitments.

## RESULTS

The instructor reports that as a result of taking this course, students increase their understanding of the dynamics of law enforcement, how an agency runs, what some typical problems are, and what types of behavior or interventions are appropriate. During this process students discover whether or not this field is for them and whether or not they can deal effectively with the clientele and with their fellow officers. Some discover their interest is not particularly strong, while others define particular specialty areas, such as police psychology of FBI work, that they intend to pursue.

The course is supported by the department and by the community agencies involved. There is a particularly good relationship with the Los Angeles Sheriff's Department, which the instructor would like to encourage and expand as more students, funds, and positions become available.

# TEACHING/LEARNING PROCESS

**Preparation:** Students are prepared for the course through their previous coursework. Each student completes an application form that includes letters of recommendation. The student contacts an agency and when accepted draws up a learning contract with the site supervisor, which includes learning objectives and planned activities or projects at the site. The agency selection process is completed by the second week of class, and students receive an orientation to the agency at the placement site.

**Activities:** The course is structured to integrate the students' off-campus experiences with theory. At the placement the students assist with the typical tasks of a justice administration agency, accompanying officers, preparing reports, participating in staff meetings, participating in the planning of programs, and conducting surveys. The sites include the county sheriff's office, the city police department, and the highway patrol. Students keep a daily activity report that is submitted to the course instructor on a weekly basis. This report describes in detail who they spend time with; the nature of the tasks completed, including any written reports prepared; what was accomplished; what their contribution was; and what they learned. The instructor visits the sites to be certain that the students are getting appropriate experiences and to monitor the students' performance.

The required texts for the course are: Law Enforcement and Justice Administration Field Experience Handbook by Walter R. Barrus and Office Down, Code Three by Pierce R. Brooks. The reading and the students' personal experiences in the field form the basis for discussion in the weekly seminar. Each seminar has a theme, and sometimes a guest speaker is invited to discuss the topic with the group. Topics of discussion include stopping procedures, search techniques, crime prevention, drug enforcement, industrial security, firearms, and federal agency opportunities.

Students are required to submit a paper of at least 10 pages that includes a critique of the course, both their agency and the class, and a summary description of their experiences, their reactions, and what they learned. Students also send letters to criminal justice agencies requesting information for future employment. They submit a list of agencies they intend writing to and are required to turn in seven agency responses. Two tests are administered during the semester.

At the end of the term, the site supervisor completes a job performance evaluation for each student. The student writes a letter of appreciation to the department head after completing the internship.

The student is evaluated on the following basis:

(1) Written work. Law enforcement and criminal justice requires many written reports and many evaluations are based upon them;
(2) Tests given in class;
(3) Meeting the established deadlines;
(4) Work performance and evaluation; and
(5) Completion of 112 hours of agency work as evidenced by daily activity reports.

# SOCIAL SERVICES

**Title:** Executive Internship

**Department:** Youth Leadership

**Credit:** 1-8 semester units

**Students:** 4-20 students; undergraduate juniors and seniors

**Contact:**
Rulon Dean Skinner
Youth Leadership Dept.
Brigham Young University
Provo, UT 84601

This course provides an internship experience in the executive management of a youth serving agency or related organization. Students receive one credit for each 50 hours of involvement. The placement is part-time or full-time depending on the location of the agency. It is possible to obtain a placement outside the state, for example at the National Boy Scouts of America office in Washington, D.C. Each student trainee works under the direct supervision of an agency executive and formulates a set of learning objectives approved by the supervisor and by the academic coordinator. Activities at the placement involve observing and special assignments related to committee meetings, board meetings or annual meetings; promoting and participating in special events; recruiting; auditing personnel contracts; preparing statistical information; making training presentations; or working on a special project or assignment. Projects include creating a community relations packet, a fund raising program, or a training program. Students submit weekly reports to the instructor listing the number of hours spent at the agency and a brief description of their involvement. The agency supervisors submit midterm and final evaluations of the students' performance. These evaluations represent 50% of the student's final grade for the course. The weekly reports are 25%, and the setting and completion of goals as outlined in the learning contract is also 25%.

See APPENDIX B for report form, learning contract and evaluation forms.

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**Title:** Community Mental Health

**Department:** Field Studies

**Credit:** 5 quarter units for two consecutive quarters

**Students:** 24 students; undergraduate juniors and seniors

**Contact:**
Mady Marcus
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

The course integrates community mental health theories with a problem-solving approach to fieldwork. Students work 10-12 hours per week at their field placements, which include both "traditional" and "alternative" agencies. To avoid potential isolation and promote mutual support, at least two students are placed in each agency. Students complete learning contracts at the beginning of each quarter, delineating their role, tasks, and goals for both the field placement and seminar. Seminars examine the relationship between community mental health and social, political and economic forces. First quarter seminars explore generic issues, such as mental hospitals and the relationship between social class and mental illness, building the groundwork for the second quarter. Second quarter seminars discuss the relationships between mental health dynamics of specific communities (e.g., minorities, men, or women). A reading list is provided. Students are expected to keep a journal, meet individually with the instructor at least once per quarter, and complete a paper by the end of the second quarter. The paper is an analysis of an issue, a problem, or dilemma that has developed from the students' experience in the field. The paper should be problem-focused rather than descriptive. For example, if a student is interested in drug treatment of mentally ill patients, the paper would focus on a question like "Should drugs be prescribed for hospitalized patients?" rather than a description of a particular drug treatment program. The instructor describes the paper as an integration of field experience, intellectual concepts and the writer's analysis and conclusions.

See APPENDIX A for syllabus and APPENDIX B for journal guidelines.

**Title:**
Community Involvement Program

**Department:**
Sociology

**Credit:**
1-3 semester units

**Students:**
20-30 students; undergraduate freshmen and sophomores

**Contact:**

Peter McConville
Sociology Department
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

The Community Involvement Program allows students to gain academic credit for their experience in performing voluntary service for others. Although it does not offer pre-professional training, it increases students' awareness of the extent and variety of social needs in the community and furnishes them with a practical opportunity to explore areas wherein their life work may lie. Voluntary work in one of many approved agencies is carried out under the direction of a supervisor. A student record, listing the choice of agency, is turned in to the instructor by the second week of class.

At the agencies, students act as tutors to the clients, serve as activity leaders at recreation centers, visit the elderly at home or in the hospital, counsel alcoholics, or work on suicide hot-lines. Students are required to keep a journal of their activities, which includes both plans for activities and comments on the outcomes of these plans. The journal is useful both as a planning tool and as a means of self-reflection. Students are also required to attend all scheduled meetings during the semester. In the first meeting, students receive an orientation to the program. After that, class time is spent discussing problems and issues that come up from agency work. The instructor confers individually with the students at least twice during the semester.

Students are expected to connect their theoretical knowledge with the placement experience in a final paper. This six-page paper describes their agency, lists the student's activities with the agency, explains the student's learning, and relates this to the academic course work. The students' grades are based on the site supervisor's report, the instructor's evaluation of their journal, final paper, and seminar participation.

# SOCIAL SERVICES

**Title:** Social Work as a Profession

**Department:** Social Welfare

**Credit:** 3 quarter units for seminar;
2 quarter units for field practicum

**Students:** 25 students per section; undergraduate seniors

**Contact:** Frank Bauer, Fieldwork Coordinator
Stan Weisner, Lecturer
School of Social Welfare
University of California
Berkeley, CA 94720

This description refers to only one of the six sections of the course. Other seminars may vary slightly. This two quarter course provides students with the opportunity to explore some of the theories and methods used by social work practitioners. Each week students complete eight hours of supervised work in a community agency and attend two class sessions. A fieldwork consultant is responsible for arranging the placement sites and selecting and assigning students to the various agencies. He meets with each student during the quarter prior to enrollment in the field practicum to get an idea of his or her background and interests, and then he matches them with an appropriate placement. He also visits each agency once a year. Sample agencies are Planned Parenthood and Suicide Prevention.

In the first quarter, students begin to formulate their own working model of social work intervention based on their assessment of the literature and their own fieldwork experience. They are also exposed to some of the practical techniques of interviewing, observation, and problem assessment. There are two or three written and oral class assignments, a one hour in-class review assignment and a five page mid-term paper which is a description of the student's client agency. There is also an eight to ten page term paper which requires the student to apply a theory or method of social work intervention to an experience which he or she has encountered in the field. Students are also required to keep a weekly fieldwork log for the purpose of reflecting on experiences and feelings encountered in the field and of integrating these experiences in the discussions and assignments. Students are given weekly reading assignments, many of which come from Social Work Practice: Model and Method by Pincus and Minahan (F.E. Peacock Publ, Inc., Itasca, IL 1973) and from Social Treatment by James Whittaker (Aldine Publ., Chicago, 1974).

In the second quarter the seminar further develops the concepts, themes and methods of social work practice covered in the previous quarter but the focus shifts to the professional and organizational problems and issues actually confronting the social worker operating in a variety of field settings. Students are encouraged to pursue their particular areas of interest in group and individual projects and readings. The reading assignments come primarily from Changing Roles in Social Work Practice, Francine Sobey, ed., (Temple Univ. Press, Philadelphia, 1977) and from Grantsmanship by Armand Lauffer (Sage Publ. Beverly Hills, 1977). During the last three weeks of class students make oral presentations to the class on their term projects which focus on one area of practice and include a set of recommendations for funding a new or expanded social service program. This term project is the basis for the term paper due at the end of the quarter. Additionally students are required to write a paper evaluating their agency and their own role. An inclass review assignment (quiz) covers the required readings and all material that has been presented and discussed in class. The grading for the two quarters is based on the following:

| 1st quarter | | 2nd quarter | |
|---|---|---|---|
| Review Assignment | 40% | Review Assignment | 40% |
| Term Paper | 40% | Term Paper (oral & written) | 40% |
| Class assignments | 20% | Agency Paper | 20% |

See APPENDIX B for application form.

**Title:** Social Services

**Department:** Professional Internship Program

**Credit:** 6 semester units

**Students:** 7 students; undergraduate seniors

**Contact:**
Kathleen Connolly
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

The course, which is part of the Professional Internship Program, explores the general activities of a social service agency. Students spend 20 hours a week in the field and attend 10 class sessions. Since they are not trying to acquire any specific skills, students are encouraged to do as many different things as they can at the sites. Activities include counseling, tutoring and administration work for such agencies as juvenile probation projects, community outreach program for low income pregnant women, the service league in the county jail, and the school volunteer program. The first few seminar meetings are spent in formulating the learning objectives and finalizing a learning contract. Four short papers (500 words) and 1 major paper are required. The short papers involve writing on an assigned topic, such as "how the current election affects the social service agencies" or writing about their own career plans or their work values that correspond to a social service profession. The major paper is an overview of the placement experience, what was learned, and an evaluation of the particular field placement agency. The instructor makes one visit to the agency to meet with the student and site supervisor. The students' grades are based on the papers, participation in the seminar, the site performance (evaluated by supervisor), and meeting the stated objectives.

# SOCIAL SERVICES

**Title:** Preparation for Fieldwork: Perspectives in Human Ecology

**Department:** Field Study Office/New York State College of Human Ecology

**Credit:** ID 100 = 2 credits; ID 200 = 4 credits

**Students:** Limited to 40 per semester; undergraduate sophomores and above

**Contact:**
Dwight Giles
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, N.Y. 14853

The Human Ecology Field Study Office develops and implements a multidisciplinary field experience-based curriculum of interest to undergraduate students in the College of Human Ecology and throughout Cornell University. The courses give a broad approach to urban and rural social issues, and organizational and community development, and help students develop multidisciplinary frameworks for thinking about social ecology and practicing strategies for human problem solving. All students take a pre-field preparation course which is described below. Placement and project oriented field-based courses are taught in Ithaca and New York City. A correspondence-based course sponsors students on internships away from Ithaca and outside New York City.

This course (ID 200) prepares students to become learners in field settings. During the first seven weeks of the course, students are instructed in field data gathering skills. The major skills which students learn and practice are: investigatory interviewing, participant observation, interpretation of non-verbal communication, interpersonal communication, and organizational analysis. During the last seven weeks of the semester students apply these skills through a case study approach. Additional skills in group dynamics and critical reflection on experiential learning are learned and applied during this period. The case study approach provides a vehicle for the application and practice of all these skills.

Case studies deal with important, contemporary issues which affect communities and organizations. Students are assigned to task forces, each of which researches a particular point of view on the case study topic. At the end of the course, each task force presents its findings from the perspective of its assigned role and takes a position on the issue. The final presentation is made to a panel of community experts who are involved with the topic in some direct way.

Topics and task groups are assigned to the students, but responsibilities for problem definition, procedure, and results lie with the students. Attention is paid to organizational settings throughout the case study as preparation for later field study. Past case study topics have included issues of racial and ethnic discrimination, rental housing markets, employer supported day care, and legal rights for the disabled.

Students who take ID 100 meet with the ID 200 class for the first seven weeks of the skill learning but do not participate in the ID 200 case study.

**Title:** Sponsored Field Learning/Internships (ID406)

**Department:** Field Study Office/New York State College of Human Ecology

**Credit:** 6-15 semester units

**Students:** 20 students; undergraduate juniors and seniors

**Contact:**
Timothy Stanton
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, New York 14853

This course provides interdepartmental sponsorship and academic supervision of students' participation in structured, off-campus field experiences and internships administered by non-Cornell and/or non-credit granting institutions or agencies. Examples include: NYS Assembly and Senate Internship Programs, Washington Center for Learning Alternatives, and internships arranged independently by students with individual public or private organizations. ID 406 field supervision is carried out largely through regular, structured bi-weekly correspondence between students, while they are away from Cornell, and the course instructor. This correspondence contains learning plans, critical incident journals and a self-evaluation, as well as a series of organizational analysis assignments. Completion of course requirements is signified by a formal presentation by each student to the college community upon return to Cornell. Students are strongly encouraged to combine ID 406 credit with subject matter-based supervision from departmental faculty that relates to the specific activities of their field placements. ID 200 Preparation for Fieldwork: Perspectives in Human Ecology is prerequisite. Students receive a 25%-65% tuition reduction to help them defray additional costs of study away from campus or pay tuition fees to sponsored programs.

# COURSE DESCRIPTION

**Title:** Urban Internship

**Department:** Urban Studies

**Contact:**
Debbie LeVeen
HLL 269
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

**Credit:** Fieldwork: 3 semester units
Seminar: 1 semester unit

**Enrollment:** 12-24 students

**Student Level:** 2nd semester juniors and seniors

**Schedule:** Field placement of 15 hours per week for 15 weeks; seminar of 2-1/2 hours every other week

**Purpose:** The primary academic purpose of the internship is to provide students an opportunity to relate theoretical learning to practical experience; it also helps students make professional contacts and gain work experience.

# IMPLEMENTATION

The instructor has taught the course since 1974. The course is a requirement for an Urban Studies degree. The instructor reports that the course has become more structured and routinized over the years by using standardized forms for procedures involving application, placement and evaluation. The placement list for the course continues to increase. The instructor recruits the new placements and selects them according to their ability to provide an interesting learning experience for a student, their need for an intern and the availability of good supervision for the student.

The instructor emphasized that her main goal is to encourage students to ask questions relating theory to their practical experience. She finds that students do not do this easily and so sees herself as helping them to develop this skill. Toward this end, she uses the seminar and the journal. In addition, she devised "journal supplements" to help the students identify their expectations for the learning experience, identify how the learning is taking place, and identify problems. The instructor attempts "to make the seminars come alive" by drawing upon the students' own material, but does find it difficult to weave the variety of student interests together so that they feel a common thread of questioning. She feels that experience in leading discussion groups or facilitating small group interaction is needed by an internship instructor, together with some intellectual imagination.

Other skills and attitudes that would be helpful are flexibility, a desire to be involved in community activities, and public relations and administrative skills. Initially it would help to have some release time to set up the course. It also helps to have contact with other field studies instructors. The course does require more of her time than other courses; the time is needed for individualized consultation with students, follow-up on their field placements, contacting agencies, and record keeping tasks. Despite the extra time and personal commitment required, teaching this course is a source of satisfaction to her and the benefits far outweigh the costs involved. The community response to the course has been very favorable, and there is a growing interest at the university in the field-based approach in general, as evidenced by the creation of a school (BSS) Task Force on Internships and an Internship Council to explore both current efforts and future possibilities for field-based courses.

# TEACHING/LEARNING PROCESS

**Preparation:** Students enrolling in this course have already taken some coursework related to the kind of position they are seeking as an intern. Students are urged to apply for an internship position during the semester prior to the one they plan to take the internship. Descriptive material on internship placements is available in the departmental office. Students are encouraged to read it, to formulate their own objectives for the internship and to discuss their preferences with the instructor. Students are advised to interview with several different agencies. An Urban Internship Work Agreement form is completed for each placement. This form details the work objectives, the educational objectives, the provision for learning about the overall operation of the organization, the provision for ongoing supervision and the work schedule. It is signed by both the intern and the supervisor. A letter is sent by the instructor to the supervisor confirming the arrangement and outlining the department's expectations regarding the internship. Additional placement assistance for latecomers is given during the first seminar.

**Activities:** The internship requires a combination of work and analysis. Fifteen hours per week of agency work is required; it is preferred that students work 20 hours per week but this is not always possible. Students contribute to the agencies by undertaking special projects or by assuming responsibility for some of the day-to-day routine. All field placements are intended to help students to work effectively in the urban context, whether it be in the area of housing, public interest law, urban planning, transportation, social policy, community organization or or urban environment and design. A wide range of available placement opportunities reflects this diversity of urban organizations: economic development programs, advocacy groups, community-based organizations, private corporations (generally in planning or public affairs departments), public offices (legislative, administrative), planning departments, public transportation systems, legal aid, and so on.

Students are also required to do supplementary reading, to keep a journal, to write brief papers on various aspects of the internship, and to attend the seminar during which they exchange and analyze their experiences with each other, with various faculty members, and occasionally with field supervisors and other practicing professionals. The purpose of the seminar is to allow students to learn from each other. The internship course offers the opportunity to learn about a wide variety of agencies in the area. The instructor requests students to come prepared to discuss significant aspects of their own experience, to share problems and ask for help from other interns, to ask interesting questions about the experience of other interns, and to help others solve their problems.

The journal includes brief descriptions of the student's activities together with some reflections about what is being learned. It is turned in to the instructor prior to the seminar meeting and inlcudes two suggested items for discussion at the next seminar. In addition to the regular journal, a journal supplement is usually required. This is a 2-3 page discussion of a specific topic or question that is listed on the course syllabus.

A midsemester progress report is given to the student. The final grade is based on the site supervisor's evaluation, the written work, and the student's participation in the seminar.

See APPENDIX A for syllabus and APPENDIX B for learning contract and student evaluation forms.

# URBAN STUDIES

**Title:** Field Experience in Community Problem Solving

**Department:** Field Study Office/New York State College of Human Ecology

**Contact:**
Michele Whitham
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

**Credit:** 9-15 semester units

**Students:** 20 students; undergraduate juniors and seniors

This course gives students an opportunity to learn about the community development process by participating directly in a problem-solving experience. Each semester, teams of 2-5 students work as problem solvers in community settings with the responsibility for presenting their completed projects to the sponsoring organization at the end of the semester. Projects are selected on the basis of specific criteria developed by the instructor. Students work 20 hours a week at the agency and are required to participate in other on-site activities in order to assure that their work is closely articulated with the sponsoring organization. In addition to the fieldwork component, students attend a weekly three hour seminar which is both a problem solving session and a forum for undertaking a systematic analysis of the students' experiences in light of existing models of community development. Students are required to keep a daily log of events taking place at the field site and of their personal reflections on and analysis of these developments. They also complete assigned readings and make presentations to the group. Students in the course "contract" with the instructor for a grade, that is, they specify which objectives of their learning contract they propose to fulfill for the letter grade of A, B or C. This document is signed by student, instructor, and field supervisor.

**Title:** Ecology of Urban Organizations

**Department:** Field Study Office/New York State College of Human Ecology

**Credit:** 15 semester units

**Students:** Limited to 20 students; undergraduate juniors and seniors

**Contact:**
Madeline Holzer
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

This course enables students to take responsbility for their own active learning about organizations and how they function in the New York City Metropolitan Area. Students are placed in a wide variety of organizations in the private, not-for-profit, and government sectors to encourage a wealth of perspectives on social issues and organizational dynamics in the class. They work 3-1/2 days per week at their field placements at assigned tasks, interacting with employees and observing and learning. All students attend a full-day seminar one day per week to share ideas and experiences and synthesize their learning. Theoretical concepts drawn from organizational and role theory, human (or social) ecology, social psychology and systems analysis help provide a conceptual framework for the seminar. In preparation for the seminar, each student completes assigned readings, makes occasional site visits, and writes organizational analysis reports. In addition each student is assigned to a small task group to prepare and present a major integrative project for the seminar. This project typically will not be similar to any projects undertaken during working hours. The college gives a 25% tuition deduction to help students meet additional expenses incurred by study off campus in New York City. They do not receive stipends for their work in host organizations.

# APPENDICES

A. SAMPLE COURSE SYLLABI
B. SAMPLE FORMS
C. RESOURCES
D. LIST OF CONTRIBUTORS

*Nothing ever becomes real*
*till it is experienced —*
*even a proverb is no proverb to you*
*till your life has illustrated it.*
*— John Keats*

## INTRODUCTION TO THE PRACTICE
## OF COMMUNITY DESIGN

Instructor: Mary Comerio

| COURSE OUTLINE | First Quarter |
|---|---|
| 9/26 | 1) INTRODUCTION. Class structure and expectations. Responsibility of student to placement. Discussion of placements (see list) and potential projects.<br>FIELD ASSIGNMENT: This week interview at least three of the placements on the list. Choose placement and define your role within that setting. Start field notes. |
| 10/3 | 2) METHODS AND TECHNIQUES. Talking to real people. Field notes. Field responsibilities. Building rapport in your placement and the value of a structural view. Ethics. |
| 10/10 | 3) LOOKING AT SOCIAL STRUCTURE. What is culture? Ethnicity and class in a plural society.<br>FIELD ASSIGNMENT: In addition to the usual field note assignment describe physical features of the neighborhood and building where you carry out the internship, your role in the organization, and those with whom you work.<br>Field Notes due. |
| 10/17 | 4) COMMUNITY ACTIVISM, freedom, justice, power and poverty. |
| 10/24 | TERRITORIALITY AND RESIDENCE PATTERNS. Households and neighborhoods: definitions and needs.<br>FIELD ASSIGNMENT: Map the neighborhood where your placement is found. Include landmarks of importance to placement and neighborhood people. |
| 10/31 | 6) TUCSON COMMUNITY DESIGN CENTER.<br>Meeting the needs of a multi-ethics community. |
| 11/7 | 7) CRISIS INTERVENTION SIMULATION: an exercise in community decision-making.<br>FIELD ASSIGNMENT: In addition to the usual field note assignment, describe an event in which behavioral interaction is the focus. Look for role and status, hierarchy initiating contact, terminating contact, and the role of spatial arrangement in interaction.<br>Field notes due. |
| 11/14 | 8) HOUSING AND THE COMMUNITY |

11/21 9) THE ETHICS OF INTERVENTION

Architect as intervener: advocacy, participation, and a review of the roles of the architect.

Field notes due.

11/28 10) Student presentation of research or project outlines.

COURSE OUTLINE Second Quarter

Week 1: SPECIAL NEEDS OF SPECIAL POPULATIONS.

FIELD ASSIGNMENT: Choose one book on the recommended reading list. Write a one-page summary and distribute this to the class.

Week 2-3: MIGRATION AND SELF-HELP: Latin American examples discussed within a structural framework. Focus on traditional and government initiated self-help in Peru. Urban American Indian parallels.

Field notes due Week 2.

Week 4: PANEL OF FIELD SUPERVISORS. Topic: What makes a good intern and what makes a good project?

Field notes due.

Week 5: Interactive class on direct issues involving ethics. Ethical considerations and social responsibility. Role of the intern to the field personnel, to the university, and to the profession. Discussion of role conflicts and value dilemmas.

Week 6: REHABILITATION AND HISTORIC PRESERVATION. Gentrification. Redevelopment and urban development issues.

FIELD ASSIGNMENT: Fill out ethics form regarding project proposal.

Field notes due.

Week 7: TOPIC TO BE ANNOUNCED.

Weeks 8, 9, 10: STUDENT PRESENTATIONS.

Final Field notes due Week 8.

## MEDIA AND SOCIETY

(Required Readings and Syllabus)

Instructor: Valerie Miner

### REQUIRED READINGS:

THE INFORMATION MACHINES - Ben Bagdikian
MASS COMMUNICATIONS, A WORLD VIEW - Alan Wells
MASS MEDIA ISSUES - Leonard Sellers and William Rivers (eds.)
THE NEW JOURNALISM - Tom Wolfe
A TREASURY OF GREAT REPORTING - Snyder and Morris (ed.)

Plus additional readings to be distributed.

### COURSE OUTLINE:

Week 1 INTRODUCTION

Introduction of students to each other, to field placements, to reading and course syllabus.

READING: "Woodstein U" - Ben Bagdikian

ASSIGNMENT: Sign up for monitoring

Week 2 AUDIENCE

Who reads, listens and watches? How do publishers/broadcasters determine audience? Do they pander to their audiences? How do audiences differ from paper to paper, station to station? What are the signs which reveal audience (advertising, letters to the editor, editorials)? Does every audience have a medium?

READINGS: "Public Policy, Private Profit and the Training of Audiences", Chapter 11, Bagdikian
"Pay TV", Rivers
"Battle of Britain", Snyder
Nationalism articles from *Saturday Review* and *New Society*

Week 3 OBJECTIVITY IN THE HISTORY OF JOURNALISM

Development of newspapers and broadcasting as popularly accessaible media. Objectivity vs. accuracy vs. advocacy.

READINGS: "Television Shapes the Soul", Rivers
"In Search of New Objectivity", Rivers
Snyder, p. 426 and p. 576

ASSIGNMENT: Journals Due.

Week 4 REPORTING AMERICA

Coverage of labor and the economy

READINGS: "Ethnic and Son", p. 66, Rivers
"The Money Game", p. 320, Wolfe

"Sitdown Strikes of 1937", p. 511, Snyder
"The NY Times Covers Sacco and Vanzetti", p. 452, Snyder
"Marx and Engles Report a Labor Rally", p. 182, Snyder
"The Luddite Riots of 1812", p. 44, Snyder

Week 5 REPORTING AMERICA

Women as subjects, images and workers in the media

READINGS: "The Witch, Walpurga, is Tried and Sentenced", p. 1, Snyder
"The Rape of Cinderella"
"Indian Women"
National Union of Journalists, "Code of Conduct"
Women Against Violence in Pornography and Media material

SPEAKER: Representative from WAVPM

ASSIGNMENT: Journals Due

Week 6 INTERNATIONAL COVERAGE

Comparison of reporting in various media. International coverage in U.S. papers. The foreign press.

READINGS: "Some Peculiarities of American News", Bagdikian
"The Variety of Media Systems", Wells p. 11-83
"Interview with President Julius Nyerere", MACLEAN'S, 10/76

Week 7 WHO OWNS/RUNS THE MEDIA

Study of ownership and managerial structure. Advertising, conglomerates, independent operations; government subsidized journalism.

READINGS: Snyder, p. 20
Bagdikian, Chapters 6,8,10

ASSIGNMENT: Journals Due

Week 8 THE LIVES AND TIMES OF JOURNALISTS

Reviews of biographies and autobiograhies on recommended list. Those not on the list must be approved by the instructor two weeks in advance.

ASSIGNMENT: Submission of ideas for Winter Quarter Seminars.
Book Review of 400-600 words due at beginning of period.

Week 9 THE OTHER MEDIA

Community; political; feminist; freak. Emphasis on cable TV and tabloid publications.

READINGS: "Alternatives", New Yorker
"Life Among the Guerillas and the Straights", Saturday Night,
Plexus, East Bay Voice, In These Times, Bay Guardian, etc.

ASSIGNMENT: Sign-up for the Winter Seminar you want to conduct.
Journals Due

Week 10 MEDIA ETHICS AND LAW

Libel, access, privacy, protection of sources.

READINGS: Newsman's Shield, p. 243, Rivers
Articles about libel case against Ramirez and Bergman

SPEAKER: From Bergman-Ramirez Defense Committee

ASSIGNMENT: Final Sign-up for Winter Quarter seminar.
Journals Due

***All Assignments--including journal and review--are due at the beginning of the period on the assigned date. No late papers will ever be accepted.***

## THE GLOBAL ECONOMY

Instructor: Marv Sternberg

TEXTS:

David H. Blake and Robert S. Walters, The Politics of Global Economic Relations. (Prentice-Hall: 1976), 240 pg.

Richard Barnet and Ronald Muller, Global Reach: The Power of the Multinational Corporations, (Simon and Schuster: 1974).

Frances Moore Lappe and Joseph Collins, World Hunger: Ten Myths, (Institute for Food and Development Policy: 1977) 50 pg.

NACLA, Report on the Americas, Various issues.

READER, (Cleo's)

WEEKLY PROCEDURE:

The weekly seminars will include reports from field placements; discussions of assigned readings; and the presentation and examination of public documents drawn from field placements. In the second quarter, guest speakers will be incorporated into the seminar structure with particular reference to the examination of case study areas. Seminar discussion will attempt throughout to relate the theoretical and conceptual material in the readings with information derived in field placements, such as corporate reports and publicity releases brought in by students, and day to day practice in the placement.

### First Quarter Readings and Syllabus

COURSE OUTLINE:

Week 1 INTRODUCTION
- A. Course Structure, Process and Goals
- B. Theme and Issues

Week 2 OVERVIEW
READINGS:
- Chapter 1, "Introduction: Economic Transactions and World Politics", in Blake and Walters, The Politics of Global Economic Relations.
- Arthur MacEwan, "The Development of the Crisis in the World Economy", in URPE, U.S. Capitalism in Crisis, (URPE: 1978) in the READER.

Week 3 INTERNATIONAL TRADE
- A. International Trade Theory - Comparative Advantage
- B. Patterns of Trade - Recent History
- C. Trade Between Industrialized Nations
- D. Trade Between Center and Periphery

READINGS: (Week 3)
- Chapter 2, "World Trade Dilemmas", in Blake and Walters.
- Albert O. Hirschman, "Ideologies of Economic Development in Latin America", pp. 12-17, in Hirschman, ed., Latin American Issues, (20th Century Fund: 1961) in the READER.
- Economic Policy Committee, AFL-CIO, "World Trade in the 1970's" in Sumner Rosen, ed., Economic Power Failure: The Current American Crisis, (McGraw-Hill: 1975), in the READER.
- (Chapter on Comparative Advantage, any Economics Textbook)

Week 4 INTERNATIONAL MONETARY STRUCTURE
- A. Bretton Woods and the Hegemony of the Dollar
- B. The Decline of the Dollar and the World Monetary Crisis

READINGS:
- Chapter 3, "The Global Monetary Order: Interdependence and Dominance" in Blake and Walters.
- Fred Block and Larry Hirschhorn, "The International Monetary Crisis", in Socialist Review, No. 11, Sept-Oct. 1972, in the READER.

Weeks 5 and 6 MULTINATIONAL CORPORATIONS

A. Foreign Investment
B. The Nature of Multinational Corporations
C. Multinationals and Host Governments
D. Multinationals and Parent Governments
E. Relations with Regional and International Organizations
F. Multinationals and the Changing World System

READINGS:

Chapter 4, "The Multinational Corporation: Challenge to the International System?" in Blake and Walters.
Stephen Hymer, "The Multinational Corporation and the Law of Uneven Development", in Jagdish N. Bhagwati, ed., Economics and the World Order (Macmillan: 1972), in the READER.
Richard Barnet and Ronald Muller, Global Reach, Parts I & II.

Week 7 FOREIGN AID

A. Goals vs. Impact
B. Bilateral vs. Multinational
C. Third World Debt

READINGS:

Chapter 5, "Aid Relations Between Rich and Poor States", in Blake and Walters.
Cheryl Payer, "Third World Debt Problems", Monthly Review, Vol. 28, No. 4, Sept. 1976, in the READER.

Week 8 THE ECONOMICS OF TECHNOLOGY

A. Impacts of Technological Transfer and Control
B. Resource and Population Constraints

READINGS:

Chapter 6, "Technology, Ecology and World Politics", in Blake and Walters.
Harry Magdoff, "Capital, Technology and Development", Monthly Review, Vol. 27, No. 8, Jan. 1976, in the READER.
Harry M. Cleaver, Jr., "The Contradictions of the Green Revolution", American Economic Review, Vol. LXII, No. 2, May 1972, in the READER.
David Harvey, "Population, Resources, and the Ideology of Science", Economic Geography, July 1974, in the READER.

Weeks 9 and 10 IMPACTS, RESPONSES AND TRENDS

A. The New International Economic Order
B. The U.S. in the Global Economy
C. Problems, Needs and Alternatives

READINGS:

Barnet and Muller, Global Reach, Part III.
Chapter 7, "Strategies for States in the Periphery of the Global Economy", in Blake and Walters.
Chapter 8, "The Dominant State in the Global Economy: The Policy Process in the United States", in Blake and Walters.
Chapter 9, "International Political Economy: Current Problems and Future Needs", in Blake and Walters.
Jagdish N. Bhagwati, "Introduction", in Bhagwati, ed., The New International Economic Order, (MIT: 1977), in the READER.
Samir Amin, "The New International Economic Order", MR, Vol. 29, No. 3, July-Aug. 1977, in the READER.
Harry Magdoff, "The Limits of International Reform", MR, Vol.30, No. 1, May 1978, in the READER.
Stephen Hymer, "International Politics/International Economic", MR, Vol. 29, No. 10, March 1978, in the READER.

EXAM: FIRST QUARTER READINGS

## ART AND CULTURAL PRACTICE

Instructor: Walter Menrath

SEMINAR PROCEDURE: The seminars will be concerned with the application of several central concepts to a number of common issues and themes. Based on brief lectures, scheduled readings and current field experiences (as reported by students), the discussion will aim to promote intensive questioning, critical self-study, and continuous interpretation and reformulation of knowledge. The weekly meetings will include introductions, assigned reports on readings and field placements, and focused discussion of the scheduled topics. We will try to maintain an even dialectic exchange of theoretical and practical impulses, and a vigorous rhythm of discovery.

Week 1 Introduction to course, participants, class schedule, readings, field placement, etc.

Week 2 Art as Cultural Factor

Readings:
Dewey; The Live Creature
Barzun; The Arts, the Snobs and the Democrat
Kronenberger: America and Art
Tax: Culture is not Neutral
Okakura: Art Appreciation

Week 3 Art and Knowledge

Readings:
Jager; Theorizing, Journeying, Dwelling
Read; Rational Society and Irrational Art
Berger, Ways of Seeing/1
Langer; The Art Symbol and the Symbol in Art
Arnheim; Art as an Attribute, not a Noun

Week 4 Art and the Social Order

Readings:
Albrecht; Art as an Institution
Read; Art and Society--Introduction
Read; The Function of the Arts in Contemporary Society
Ragon; The Artist and Society

Week 5 Who is an Artist?

Readings:
Griff; The Recruitment and Socialization of Artists
Becker; Art Worlds and Social Types
Ahlstrom; The Suicide of Art
Shahn; The Education of an Artist

Week 6 Artists and the Public

Readings:
Rosenberg/Fliegel; The Artist and his Publics
Steinberg; Contemporary Art and the Plight of its Public
Rosenberg; Spectators and Recruiters
Poggioli; The Artist in the Modern World

Week 7 Avant Garde Art and Cultural Development

Readings:
Rosenberg; Avant Garde, DMZ Vanguardism, Keeping Up
Greenberg; Avant-Garde and Kitsch
Corrigan; The Transformation of the Avant-Garde

Week 8 Popular Culture and Popular Art

Readings:
Gans; Popular Culture and High Culture
Kaplan; The Aesthetics of the Popular Arts
Bensman/Carver; Art and the Mass Society

Week 9 Art and Mass Communications

Readings:
Ewen; The Social Crisis of the Mass Culture
Berger; Ways of Seeing/7
Davis; The Decline and Fall of Pop
Saudek; Visual Arts in the Age of Mass Communications
Kavolis; Art Beyond the Communications Explosion

(Seminar Schedule - Second Quarter)

REQUIRED READINGS: (for both Quarters)
Berger, John, WAYS OF SEEING, New York: Penguin, 1977
Wolfe, Tom, THE PAINTED WORD, New York: Bantam, 1978
Gans, Herbert, POPULAR CULTURE AND HIGH CULTURE, New York: Basic Books, 1974
READER, 3rd edition, Fall 1979.

SEMINAR SCHEDULE:

Week 1 Review of course work and field placements

Week 2 Public Art: Function and Support

Readings:
Kepes; Private and Civic Art
Rudofsky; The Prodigious Builders
Doezema/Hargrove; The Public Monument and its Audience
Rosenberg; The Museum Today
Davis; The Idea of a 21st Century Museum

Week 3 Critical Mediation of Art

Readings:
Lang; Mass, Class and Reviewer
Rosenberg; Art and Words
Wolfe; The Painted Word
Leeps; Anti-Art and Criticism
Battcock; Herbert Marcuse

Week 4 The Art Market

Readings:
Berger; Ways of Seeing/5
Rosenberg/Fliegel; Dealers and Museums
Elkoff; The American Painter as a Blue Chip
Lash; It's Ridiculous to Give Money to Artists
Graburn; Eskimos and Commercial Art
Sharpe; The Portrait of a Con Artist
Trustman; The Art Market

Week 5 Art and Political Action

Readings:
Cassou; Art and Confrontation
Rosenberg; Confrontation
Davis; Artpolitics
Hess/Baker; Sexual Art Politics
Miner; The Feminist Reviewer as Entrepreneur

Week 6 Art and Education

Readings:
Winter; A Sense of Loss
Arnheim; Eyes Have They, But They See Not
Read; Art And Education
Bettelheim; Art and Art Education
Rosenberg; Educating Artists
Gaudibert; The Cultural World and Art Education

Week 7 Art and Identity

Readings:
Griff; The Commercial Artist
Lawrence; The Spirit of Place
Rosenberg; The American Art Establishment
Rosenberg; Is There Jewish Art?
Greenberg; Kafka's Jewishness

Week 8 Art and Mental Health

Readings:
Adamson; Art for Mental Health
Ulman; Art Therapy--Problems of Definition
Argue; Acting as Therapy
Bentley; Theatre and Therapy
Schmidt; What has the Art of Psychotics to do with Art as Such?

## WRITERS IN SOCIETY
## THE DEVELOPMENT OF FICTION

(Syllabus)

Instructor: Valerie Miner

REQUIRED READINGS:

- COURSE READER, including stories and essays by Joan Didion, Herman Melville, James Thurber, Katherine Ann Porter, Willa Cather, Ishmael Reed, Ambrose Bierce and others
- Richard Kostelanetz, THE END OF INTELLIGENT WRITING: LITERARY POLITICS IN AMERICA, Sheed, Andrews and McNeil, 1977
- Celeste West and Valerie Wheat, THE PASSIONATE PERILS OF PUBLISHING, Booklegger, 1978

RECOMMENDED READINGS:

- James Hart, THE POPULAR BOOK IN AMERICA, University of California Press, 1950
- William Charvat, ed., THE PROFESSION OF AUTHORSHIP IN AMERICA
- Dorothy Bryant, WRITING A NOVEL, Ata Books, 1979
- David Daiches, THE NOVEL IN THE MODERN WORLD, University of Chicago Press, 1939
- Margaret Atwood, SURVIVAL, Anansi Press, 1972
- Leo Lowenthal, LITERATURE, POPULAR CULTURE AND SOCIETY, Prentice Hall, 1971
- Tillie Olsen, SILENCES, 1978
- Leonard Michaels and Christopher Ricks, eds., THE STATE OF THE LANGUAGE, University of California Press, 1979

Week 1
3 April INTRODUCTION

Introduction of students to each other, to field placements, to reading and course syllabus

ASSIGNMENT: Sign up for seminar presentations.

Week 2
9 April THEORETICAL ISSUE: Isolation/Integration of the Fiction Writer
PRODUCTION ISSUE: Beginning Approaches to Research and Writing

Is being neurotic a prerequisite for writing well? Is literature personal or political? We will consider the tensions between the writer's need to engage in the world and to maintain a reflective difference from it.

READINGS: In Reader, "The Secret Life of Walter Mitty," by James Thurber
"Glee Green's Sold-Off House," by Jana Harris
In Kostelanetz, "Locating American Literary Establishments," Ch. 1
"The New York Literary Mob," Ch. 3

SPEAKER: Jana Harris, poet and novelist

Week 3
16 April THEORETICAL ISSUE: Creativity, Source and Development
PRODUCTION ISSUE: The State of Magazine Fiction

Are you born with creativity? Is it an affliction or a gift? Discussion of aesthetic standards and literary ethics.

READINGS: In Reader, "That Tree," by Katherine Anne Porter
"West Coast Fiction," James D. Houston
In Kostelanetz, "The Possibility of Rejuvenation," Ch. 19
"The Nature and Fortune of Newcomers," Ch. 15

ASSIGNMENT: Submit Journals

Week 4
23 April THEORETICAL ISSUE: The Role of the Critic
PRODUCTION ISSUE: Writing a critical review; responding to criticism

Who is the reviewer speaking for/to? What is the literary economic impact of the reviewer? We will consider the history of criticism and will be reading criticism written by fiction writers, studying how well they apply their standards to their own work.

READINGS: In Reader, "Paul's Case," by Willa Cather
"The Language of Novel Reviewing," by Mary-Kay Wilmers
"The Feminist Reviewer," by Valerie Miner
In Kostelanetz, "The Forms and Functions of Literary Power," Ch. 5
"The Leverages of Collaboration," Ch. 6

ASSIGNMENT: Submission--First round of stories and review essays

Week 5
30 April

THEORETICAL ISSUE: Economics of the Publishing Industry
PRODUCTION ISSUE: Submitting Manuscripts to Magazines and Book Publishers

Who owns the literature in this country? Study of the major publishing conglomerates and the recent developments of small presses. Government patronage, private grants and commercial publishing.

READINGS: In Reader, "The Lottery," by Shirley Jackson
In Kostelanetz, "Literary Rule and Professional Violence, Ch. 7
"The Rationales of Suppression," Ch. 9
In West, "The Literary Industrial Complex, Ch. 1

ASSIGNMENT: Submission--Second round of stories and essays. Journals Due.

Week 6
7 May

CONTINUATION OF WEEK 5

ADDITIONAL READING: In Reader, "Deutsche Marks and Venetian Blinds," by Valerie Miner
N.E.A. Material

Week 7
14 May

THEORETICAL ISSUE: Uneasy Borders/Defining Genre
PRODUCTION ISSUE: Editing and Design

What is fiction and how is it different from the narrative essay and New Journalism? Is the novel a long short story? How many kinds of writer can you be?

READINGS: In Reader, "Some Dreamers of the Golden Dream," Joan Didion
"They All Grew Up In Cabbagetown," Valerie Miner
"Publishing Promoting and Distributing," Dorothy Bryant
In West, "Discovering the Wild and Free Press," Ch. 3
"Feminists In Print," Ch. 4
"Roll Yr. Own," Ch. 2

ASSIGNMENT: Journals Due

SPEAKER: Dorothy Bryant, novelist and publisher

Week 8
21 May

THEORETICAL ISSUE: Mass Culture or High Culture
PRODUCTION ISSUE: Distribution, Publicity and Promotion of Books

Jack London vs. T.S. Eliot. Whom are we writing for? How does audience influence the shape and quality of our writing?

READINGS: In Reader, "The Last Days of Louisiana Red," Ishmael Reed
In Kostelanetz, "The Rule of Ignorance and Philistinism," Ch. 11
"Double Standards and the Pseudo-Culture," Ch. 12

Week 9
28 May

OPEN SESSION to continue one of the above themes or to consider a new theme.

READINGS: In Reader, "An Occurrence at Own Creek Bridge," Ambrose Bierce
"A Juggernaut of Words," Lewis Lapham
In Kostelanetz, "What Is To Be Done," Ch. 20

ASSIGNMENT: Journals Due. Please submit collected journals.

Week 10
4 June

LITERARY READING

The last seminar will be a reading of short works by class members to which all Field Studies students, supervisors and teachers as well as other friends are invited.

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Please Note: All assignments are due at the beginning of class on the dates noted above. NO JOURNALS OR PAPERS WILL BE ACCEPTED LATE.

# English 107

## Advanced Analytical Writing

Instructor: Richard J. Wright
Thursday 6:30-9:30 Rm. 350
Office: 6:00-6:30 Rm. 350
and after class

| | | |
|---|---|---|
| September 3<br>Wednesday | Orientation: | A short introduction to the instructor and a discussion of course objectives. |
| | Assignment: | Write a short autobiography discussing the development of the motives behind your joining the program. |
| | Reading: | Abraham Maslow, "A Theory of Human Motivation: The Goals of Work," *The Future of Work* by Fred Best. |
| September 11<br>Thursday | Class: | Autobiography returned and revised during class. Lecture on the Pre-Writing Process, preparing to write an essay: brainstorming, outlining, composing and revising a thesis, organizing and writing the first and successive drafts. |
| | Assignment: | Essay #1, 500 words. Describe and analyze initial job experience. Due: September 25. |
| September 25<br>Thursday | Due: | Essay #1. |
| | Class: | Discuss Maslow's essay for content and style. Focus on the excessive use of jargon. Discuss the use of technical terms as an obstacle to communication yet a necessary tool of a complex society. |
| | Reading: | Report on the Conference on Educational Priorities, "The Learning Society: Institutions to Integrate Work and Education," in *The Future of Work*. |
| October 2 | Class: | Essay #1 returned and marking symbols, policy on grading, and comments on papers explained. Discussion of "The Learning Society," concentrating on the split between cogent thesis and solid organization, and the obscure and pretentious style. |
| October 2<br>Thursday | Assignment: | Essay #2, 500 words. Describe and analyze the nature of the work to which assigned. Write a thesis on food in class. |
| October 16<br>Thursday | Due: | Essay #2 |
| | Class: | Discuss theses on food from previous class. Compose an inventory of skills admired in other writers and those which student possesses. Lecture on proper uses of punctuation. Revise the theses on food and write an introductory paragraph based on them. |

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|---|---|---|
| October 23<br>Thursday | Class: | Return Essay #2. Discuss Mills essay. Lecture on methods of composing and arranging paragraphs. Revision of paragraphs based on thesis on food. |
| | Reading: | Jacob Bronowski, "The Reach of Imagination". |
| | Assignment: | Essay #3, 750 words. A discussion of the nature of work in which some correlation is drawn between the readings to date and the student's experience in the internship program. |
| November 6<br>Thursday | Due: | Essay #3. |
| | Class: | Discussion of the Bronowski essay and a lecture on logic and logical fallacies |
| | Assignment: | Essay #4, 750 words. A discussion of the proper relationship between work and education, focusing chiefly on the student's experience in the program and secondarily on the readings. |
| November 13<br>Thursday | Due: | Essay #4 |
| | Class: | Professional Writing 1: letters, memos, resumes, reports, press releases. Discussion of final paper. Students assigned to partnerships to discuss and prepare for the final paper. |
| | Assignment: | Write a one page description of the ideal for which you would apply upon completing the internship, and then compose a resume and a cover letter in support of an application for a job. |
| November 20<br>Thursday | Due: | Resume and cover letter. |
| | Class: | Professional Writing 2: proposals, documentation on projects and technical procedures. Further discussion of the final paper, including meetings between writing partners. |
| | Assignment: | Write an outline and the introduction to the final paper. |
| December 11<br>Thursday | Due: | Outline and introduction to final paper. |
| | Class: | Meeting of writing partners with instructor supervising and contributing. |
| | Assignment: | Write the final draft of the final ten page paper. |
| December 18 | Due: | Final Paper. |

FIELD STUDIES PROGRAM
ACADEMIC YEAR 1979-80

INSTRUCTOR: Mady Marcus
COURSE NUMBER: IDS 196 E/I

## COMMUNITY MENTAL HEALTH
(Syllabus)

### REQUIRED READINGS:

Agel, J., ROUGH TIMES, Ballantine 1973.
Laing, R.D., THE POLITICS OF EXPERIENCE, Ballantine 1976.
Green, H., I NEVER PROMISED YOU A ROSE GARDEN, Signet 1964.
Brown, P., RADICAL PYSCHOLOGY, Harper 1973.
Chesler, P., WOMEN AND MADNESS, Avon Books 1973.
Holleb, G. & Abrams W., ALTERNATIVES IN COMMUNITY MENTAL HEALTH, Beacon 1975.
Rubin, L.B., WORLDS OF PAIN/LIFE IN THE WORKING CLASS FAMILY, Basic Books, 1976.

### FIRST QUARTER

WEEK 1: "Negotiating the Contract" and Introduction to the Course
Discussion of how to choose a field placement, the role of the student-volunteer and students' and instructors' expectations. Discussion of the course format and content; students' and instructor's expectations.

WEEK 2: History of Community Mental Health

Presentation by instructor to show the interrelationship among psychological, social and political forces and CMH during the past two centuries in this country.

### (A) MENTAL HEALTH CONCEPTS AND INSTITUTIONS

WEEK 3: "Mental Health and Mental Illness"
Discussion of concepts central to Mental Health such as health/illness, normal/abnormal, strength/weakness and pathology.

**Readings:** Laing, The Politics of Experience
Brown, Radical Psychology (Szasz and Goffman articles)

WEEK 4: Mental Health Bureaucracies
Understanding how mental health systems functions and the relationship between mental hospital as a social environment and the individuals it serves.

**Readings:** Stanton & Schwartz, The Mental Hospital
Green, I Never Promised You a Rose Garden
Agel, Rough Times section on "Hospitals and Change" pp. 1-60.

WEEK 5: Discussion of Field Placement Experiences

WEEK 6: Social Class and Mental Illness
The relationship between mental health concepts and systems and social class dynamics.

Readings: Rubin, Worlds of Pain/Life in the Working Class Family
Reisman, Cohen & Pearl, Mental Health of the Poor (selected articles to be handed out)
Myers & Roberts, Family and Class Dynamics in Mental Illness

Tenative Guest: Lillian Rubin

WEEK 7: Continuation of Week 6

## (B) THE IMPLICATIONS OF "ALTERNATIVE" APPROACHES FOR COMMUNITY MENTAL HEALTH

WEEK 8: Alternative Institutions

Readings: Holleb & Abrams, Alternatives in Community Mental Health

Tenative Guest: Gorden Holleb

WEEK 9: Preventions

Reading: Signell, "Kindergarten Entry", "A Preventative Approach to Community Mental Health" (handout)

WEEK 10: Discussion of Field Placement experiences, summary and evaluation of the first quarter.

## SECOND QUARTER

WEEK 1: Women and Mental Health: Lecturer - Instructor
Diagnostic and treatment approaches to women in both traditional and alternative mental health settings.

Readings: Chesler, Women and Madness
Marcus, "Feminist Therapy" (dissertation chapter to be handed out)

WEEK 2: Continuation of Week 1

Instructor and students will plan the remaining seminars in the Winter Quarter together. Seminar topics will include: Minorities, poverty, mental health and the law.

JOURNAL SUPPLEMENT AND SEMINAR SCHEDULE          Instructor: Debbie LeVeen

Meeting dates          Journal Supplement (JS) Topics

9/3          First class, no supplement. Introduction, placement assistance.

9/10          JS1: objectives and expectations

What are your overall educational objectives?
How does the internship contribute to these objectives?
What do you hope to gain from the internship, and why did you choose this particular placement?
Describe the job you will be doing and the way in which it will contribute to your overall objectives.
Finally, what courses have you had that will be particularly relevant to the internship, and what questions about the relationship between "classroom learning" and "the real world" do you hope to explore?

Take care with this supplement: the more thought you devote to the internship at this point, the more value you will derive from it.

Work agreement due.

9/24          JS2: preliminary placement assessment.

At this point, you should know enough about your placement to make a careful assessment and a final decision as to whether this is in fact the right placement for you. Now is the time to look carefully for problems and to make sure that they can be resolved, and in general to decide whether this placement offers you a significant opportunity to pursue the objectives described in JS1. If on balance your assessment is negative, we can find another placement; on the other hand, if your assessment is positive, then you should consider yourself obligated to complete the internship at this agency. Thus it is very important to take this journal supplement very seriously. The following is a check-list of points to consider in this preliminary placement assessment.

1) overall expectations: do you and your supervisor have the same expectations regarding what you will do as an intern?

2) work definition: are your assignments clear, feasible, interesting? is your performance adequate?

3) learning expected: does your internship seem to offer valuable learning opportunities? Describe briefly the kinds of things you will be learning and learning about.

4) work environment: is the physical location and facilities (desk or workspace, etc.) adequate? are relationships with other workers good?

5) supervision: do you have sufficient contact with your supervisor for direction, assistance, and feedback? do you feel comfortable with your supervisor? does your supervisor seem to understand and respect your needs as an intern?

6) problem solving: no internship is without problems. How do you deal with problems arising in your internship?
7) unresolved difficulties: is there anything which does not seem to be working out and which you would like help with?

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10/8 JS3: Agency description.
Origins, purposes, major activities, staff and staff qualifications, budget and budget sources, clients, major sources of external support and/or accountability, political factors which the agency must deal with. Finally, make a brief organizational chart of the agency and indicate your own position in it.

This supplement will require you to do some extra research and that is its intention; furthermore I would like to file a copy of this supplement in the office for use by others who might want to know more about your agency.

10/22 JS4: Quality of work and professional aspirations.
What is your agency like as a place to work? What are your personal criteria for satisfying and meaningful work, and does this agency offer opportunities for that kind of work? How does the work relate to your own personal values, your own beliefs about the kinds of things you want to do with your life. How has working there affected your own job aspirations? Has it helped you to clarify some of the general principles which you will use in seeking future employment?

11/19 JS5: Theory-practice.
Choose a subject of interest and importance to you which ( a) you have discussed or read about in some course which you have taken and (b) you have had the opportunity to observe directly in your internship and discuss what you have learned about that subject in your internship. Does your internship experience tend to support or refute the "theory" discussed in class? Does it suggest new "theory"--new hypotheses or generalizations about the subject? BE SPECIFIC about both the class reading/discussion and the observations made during the internship; include a brief bibliography.

12/3 JS6: Agency recommendations.
Based on your experience and your analysis, what recommendations would you make to improve the performance of the agency? If you were its director, what would be the first things you would do? Make your discussion as practical and concrete as possible, describing what you would actually *do* given the weaknesses, constraints, and resources at hand.

12/17 JS7: Final evaluation.
This supplement consists of 3 parts: the first 2 will be for public use and the 3rd will be for any final personal comments you want to make.

( 1) Overall placement evaluation: What is your overall evaluation of your agency as a place for an internship? Comment on the qualities listed in JS2--e.g., clarity and feasibility of work definition, value of learning opportunities and actual learning, relationship with supervisor and co-workers, work environment, ease of problem-solving, and so on. What advice would you give to students considering an internship at that agency?

This will be filed in the office for use by other students.

(2) Overall curriculum evaluation: What courses were most helpful to you in this internship, what changes would your recommend in the content of the courses you have taken, what additional courses would you like to take and/or see offered by our program? And what advice would you give to the Urban Studies faculty (and others) as far as improving the quality of our curriculum?

This will be made available to faculty and interested students. Please submit it separately from( 1) so each can be filed separately.

(3) Any final comments which you want to make but do not want to have publicly available.

FIELD STUDIES PROGRAM
ACADEMIC YEAR 1979-80

COURSE: IDS 196 Q/R
INSTRUCTOR: Marshall Foletta

## *FIELD STUDIES IN THE HISTORY OF CALIFORNIA BUSINESS*

(First Quarter Readings and Syllabus)

*COURSE OUTLINE*:

Week 1 INTRODUCTION
Course Structure -- Process and Goals
Overview of California Business -- Statistical Summary

Week 2 CULTURAL PREPARATION

*Substantive Issue*:
Religion, Ideology and the Historical Preparation for Capitalism: Western Culture and California.

*Methodological Issue*:
Oral History -- Interviewing.

*Readings*:
Max Weber, *The Prostestant Ethic and the Spirit of Capitalism*, Chs. 1-3. (M)
Alexis de Tocqueville, *Democracy in America*, vol. 2: Book I, Ch. 11; Book II, Chs. 2, 5, 7, 8, 18-20; Book III, Ch. 5. (M)
Hubert Howe Bancroft, *Inter Pocula*. (M)

*Field Assignment*: Compose a set of interview questions designed to uncover the religious or ideological framework within which the businessman-interviewee interprets his vocation. On the basis of your first impressions of your field placement, discuss the potential value and limitations of using the questionnaire in this setting.

Week 3 LAND

*Substantive Issue*:
Disposal of the Public Lands; Public and Private Development; Real Estate.

*Methodological Issue*:
Oral History -- Interpreting Data.

*Readings*:
W.W. Robinson, *Land In California*, Chs. 9, 10. (M)
Charles McCurdy, "Stephen Field and Public Land Development in California," *Law and Society Review*, X (1976). (M)
Harry Scheiber and Charles McCurdy, "Eminent Domain Law and Western Agriculture, 1849-1900," *Agricultural History*, IL (Ja 1975). (M)
John E. Bauer, *Health Seekers of California*. (M)

Update: "The Politics of Land Use," *Pacific Business* (March 1974). (M)
M.L. Schulman, "South Californian Bubble," *Economist*, 264 (Ju 1977). (M)

*Field Assignment*: Through oral history taking and interviews, prepare a brief historical sketch of the land on which your firm or agency is located. Include information about its previous ownership and use, when it was developed, current zoning, and its assessed value.

Week 4 AGRICULTURE

*Substantive Issue*:
Early Agricultural Industries -- Wheat, Wine and Citrus; Diversification; the Importance of Technology; Farmers' Associations.

*Methodological Issue*:
Sources for Research on Business History -- Corporate Archives.

*Readings*:
R.G. Cleland and O. Hardy, *The March of Industry*, Chs. 3, 4. (M)
Vincent P. Carosso, *The California Wine Industry, 1863-1895*, Chs. 5-13. (M)
Rodman W. Paul, "The Great California Grain War: The Grange Challenges the Wheat King," *Pacific Historical Review*, XXVII (Nov 1958). (M)
H.E. Erdman, "The Development and Significance of California Cooperatives, 1900-1915," *Agricultural History*, XXXII (Jul 1958). (M)

Field Assignment: Using the company records available to you, choose one year in each of the last three decades and compare your firm's cost and profits for those years (or those of a firm with which your agency deals) with agricultural costs and profits. (Agricultural statistics provided.) Suggest reasons for whatever differences or similarities you find.

Week 5 RAILROADS

Substantive Issue:
The Growth of the Railroads. Social and Economic Effects. Land Appropriation. Investors. Government Policies.

Readings:
Frank Norris, *The Octopus*.
Carl I. Wheat, " A Sketch of the Life of Theodore J. Jucah," *California Historical Society Quarterly*, IV (Sept 1925). (M)

Update: "California's Land Cruisers Shift Into Overdrive," *Pacific Business* (March 1974). (M)

Field Assignment: In *The Octopus*, Frank Norris describes the tremendous power and influence of the railroads in both politics and society. Through interviews at your placement try to find out where businessmen think their power now resides. Do the transportation industries still possess it? Has another industry taken their place? Does it lie in diffuse private interest groups? Or has "the public" regained control?

Week 6 OIL

Substantive Issue:
The Origins and Development of the California Oil Industry -- its status in the national and international market, and the land and political issues involved.

Methodological Issue:
Sources for Research on Business History -- Public Records and Documents.

Readings:
Frank Taylor and Earl Welty, *Black Bonanza*, Chs. 1-3.
"The Petroleum Industry" special issue of the *Pacific Historical Review*, XXXIV (Ma 1970). (In particular, articles by White, Andreano and Nash). (M)

Update: "The Petroleum Industry," *Pacific Historical Review*, XXXIV, article by Johnson.

Field Assignment: Using the sorts of public documents discussed by Nash, sketch a brief history of oil corporation developments in the last three years. Through interviews at your placement find out if these developments have affected your firm or agency in any way.

Week 7 LABOR

Substantive Issue:
The California Labor Movement -- its beginnings, progress and composition.

Methodological Issue:
Sources for Research on Business History -- Private Record, Letters, and Diaries.

Readings:
David F. Selvin, *Sky Full of Storm*.
Alexander P. Saxton, *The Indispensable Enemy: Labor and the Anti-Chinese Movement in California*, Chs. 8-11. (M)
Andrew Carnegie, *Problems of Today: Wealth, Labor and Socialism*. (selected pages)

Update: S.S. Fugita and D.J. O'Brien, "Economics, Ideology, and Ethnicity: The Struggle Between the United Farm Workers and the Nesei Farmers League," *Social Problems*, XXV (Dec 1977). (M)

Field Assignment: Interview at least two executives or management personnel regarding their attitudes towards labor. Cover their previous and current dealings with labor, their definitions of a good union, and their conceptions of labor's goals. If they are a non-union operation, find out how they have avoided organization. Compare their views with Carnegie's.

## Week 8 BUSINESS AND GOVERNMENT

Substantive Issue:
The Symbiotic Relationship — The Political Power of Business and the Evolution of Government Policy.

Methodological Issue:
Defining and Organizing Projects in Historical Research.

Readings:
G.D. Nash, State Government and Economic Development: A History of Administrative in California, 1849-1933, Part I, Chs. 5,7; Part II, Chs. 9, 10, 13, Part III, Chs. 15-22. (M)
Robert L. Kelly, "Taming the Sacramento: Hamiltonianism in Action," PHR, XXXV (1965). (M)

Update: Robert Lively, "The American System," Business History Review, XXIX (1955). (M)

Field Assignment: Prepare an outline for a research project that will examine the history of your placement's relationship with government. Include the issues to be researched and the sources and methods to be employed. To help focus your project and to achieve a workable outline you will need to make some preliminary interviews regarding the applicability of specific issues and the availability of sources.

## Week 9 BUSINESS AND REFORM

Substantive Issue:
Economic and Political Reform in the Twentieth Century -- Failures, Successes, and Legacies; Proponents and Opponents.

Methodological Issue:
Sources for Research on Business History -- Statute Books and Legal Codes.

Readings:
James Weinstein, The Corporate Ideal in the Liberal State, 1900-1918, Chs. 1, 2, 4.
Ellis W. Hawley, The New Deal and the Problem of Monopoly, Part I.

Update: P.T. Jones, "Christopher Stone's Prescription for Corporate Reform," Business and Society Review, SXI (1979).
A. Stang, "Try Free Enterprise," American Opinion, XXI (March 1978).

Field Assignment: Examine the state laws relating to the regulation of your firm or agency. Through interviews find out how these legal requirements have been met, and what meeting them involved.

## Week 10 BUSINESS AND HISTORICAL CRISES

Substantive Issue:
The Response of California Business to Twentieth-Century Crises--Depression, War, and Energy.

Readings:
Frank L. Kidner, California Business Cycles, Chs. 2,3. (M)
James J. Parsons, "California Manufacturing," Geog. Review, XXXIX (April 1949). (M)
John B. Rae, Climb to Greatness: The American Aircraft Industry (selected readings).
James Clayton, "The Impact of the Cold War on the Economics of California and Utah," PHR, XXXVI (1967). (M)

Update: F. Mann, "Why We Can't Stand Up to OPEC," Washington Monthly, XI (May 1979).

Field Assignment: Through interviews at your placement find out the effects on your firm of the depression, WW II, or the energy crisis. (If you work at a government agency, research these questions for a firm with which you deal.)

## CHILDCARE: THE DEVELOPING CHILD IN CONTEMPORARY SOCIETY

COURSE: IDS 196 A
INSTRUCTOR: SUE BRAND

Syllabus

Seminar meets Tuesdays 3-5 in room 17 of the Harold E. Jones Child Study Center at 2425 Atherton Street, unless otherwise noted.

**REQUIRED READINGS:**

-Catherine Landreth, Preschool Learning and Teaching, Harper and Row, 1972.

-Reader (TO BE PICKED UP BEFORE THE SECOND WEEK OF CLASS AT CLEO'S COPY SERVICE, 2425 Channing Way, Berkeley).

-Betty D. Boegehold, Harriet K. Cuffaro, William H. Hooks, Gordon J. Klopf (editors), Education before Five, Bank State College of Education, 1977.

**WEEK 1: Sept. 25**
TOPIC: Introductions
Choosing a Field Placement
READING: "Journals of Field Observations"

**WEEK 2: Oct. 2 (Journals Due)**
TOPIC: Observation skills
READING: Millie Almy, Ways of Studying Children (pgs. 25-26, 45-54), Teacher's College Press, 1959.
Candida C. Peterson, A Child Grows Up, (pgs. 49-59), Alfred Publishing Co., 1974.

**WEEK 3: October 9**
TOPIC: Values and Attitudes
READING: Paul Mussen, John Conger, Jerome Kagan, James Geiwitz, Psychological Development: A Life-Span Approach, Chapter 6: Preschool Personality and Development, Harper & Row, 1979 edition.
Dorothy Lee, Valuing the Self, (pgs. 50-65) "Developing the Potential to Learn," Prentice-Hall, 1976.

**WEEK 4: October 16** (Journals Due)
TOPIC: Creating an Environment for Healthy Development: Discipline and Problem Solving
READING: Katherine H. Read, The Nursery School, Chapter 7: Initial Support through Guides to Speech and Action, W.B. Saunders Co., 1971.
Jeanette Galambos Stone, "A Guide to Discipline" (NAEYC, 1969).

**WEEK 5: October 23**
TOPIC: Understanding Children's Needs
READING: Catherine Landreth, Preschool Learning and Teaching, Chapter 3, Harper and Row, 1972.
Constance Kamii and R. DeVries, "Piaget for Early Education" in The Preschool in Action, M.C. Day and R.K. Parker, Allyn & Bacon, 1976

**WEEK 6: October 30** (Journals Due)
TOPIC: Theoretical Approaches and Practices (I)
READING: Millie Almy, "Spontaneous Play: An Avenue for Intellectual Development," in The Bulletin of the Institute of Child Study, vol. 28, # 2, 1966.
Rochelle S. Mayer, "The Cognitive Approach: Piagetian Theory and Practice in Preschool Education," in Education before Five, Bank State College of Education, 1977.

**WEEK 7: November 6**
TOPIC: Theoretical Approaches and Practices (II)
READING: Education before Five, Chapter 1 (remainder), 5, and 6

**WEEK 8: November 13 (Journals Due)**
*MEET AT THE GAY AUSTIN NURSERY SCHOOL, 1611 HOPKINS, ALBANY*
TOPIC: Curriculum Development I
READING: To be announced.

**WEEK 9: November 20 (Cumulative Journals Due)**
*MEET IN EDUCATION TELEVISION OFFICE—BASEMENT DWINELLE HALL*
TOPIC: Curriculum Development II
READING: To be announced.

**WEEK 10: November 27**
TOPIC: Curriculum Development II (continued)

# APPLICATION FORM

## PUBLIC SERVICE INTERNSHIP

Sponsored by

The Department of Political Science
San Francisco State University

Instructor: Raymond Pomerleau

**Eligibility Requirements:**

Enrollment in the Public Service Internship seminar (PS 603/4) requires the advance consent of the coordinator and must be preceded by extensive discussion with the prospective intern regarding his/her personal interests, career objectives, qualifications, and academic standing.

Applicants must have senior or graduate standing and are expected to have completed or be concurrently enrolled in PS 501--Public Administration and American Bureaucracy.

In order to facilitate the coordinator's responsibility for negotiating a meaningful position with selected public agency officials, the prospective student-intern is asked to answer the following questions:

Name: ______________ (last) ______________ (first) Semester 197______

Age: __________ (optional)

Local Address: ______________________________ Zip __________
Phone: ______________

Academic Standing: ______ Junior ______ Senior ______ Graduate

Major in which you received (are receiving) your B.A.: ______________

Department/Program currently enrolled: ______________

Overall GPA: ______ Political Science GPA: ______
Other: (Specify major/GPA) ______ / ______

Minor: ______________

Are you planning a career in public service?: ______ yes ______ no
What are your career objectives: ______________________________

______________________________

______________________________

Number of courses in public administration: ______.
Number of courses in political science: ______.
Number of courses in subject relevant program: ______; ______ (specify program)
List or identify any academic courses, work experience or special interests which you feel would contribute to your performance as a student-intern:

# APPLICATION FORM

Academic Courses: ______________________________ Grade: __________

______________________________ Grade: __________

______________________________ Grade: __________

Work Experience: ______________________________________________

______________________________________________

______________________________________________

Special Interests: ______________________________________________

______________________________________________

______________________________________________

Have you received any education or training in quantitative methods (egs., statistics; data analysis; computer programming; etc...). _____No _____Yes (specify:) ______________________________________________

______________________________________________

______________________________________________

Would this be your first internship assignment: ____No ____Yes (specify previous experience)

______________________________________________

______________________________________________

Briefly indicate your motivation or interest for wanting to enroll in the Public Service Internship seminar:

______________________________________________

______________________________________________

______________________________________________

Some internship assignments receive compensation. Are you willing to serve as a student-intern without compensation? _____Yes _____No.

Can you devote approximately 12-15 hours per week to the field experience, as well as participate in the internship's articulation seminar sessions: _____Yes _____No.

What is your primary means of transportation (car, bus, BART, etc.): ________

Where would you most prefer to serve your field internship assignment: (specify location if possible)

San Francisco: ______________________________________________

East Bay: ______________________________________________

South Bay: ______________________________________________

# APPLICATION FORM

Other: ______________________________________________

What sorts of activities or administrative functions would you like to perform as a student-intern:

______________________________________________

______________________________________________

______________________________________________

Do you possess any special skills, competencies, or interests which suit you for these kinds of administrative functions: ____No ____Yes (explain) ___

______________________________________________

______________________________________________

Do you have any particular agency, municipality, or organizational unit in mind for your internship assignment: ____No ____Yes (specify): __________

______________________________________________

Submit this questionnaire to Professor Pomerleau, Internship Coordinator.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Coordinator's comments: ______________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

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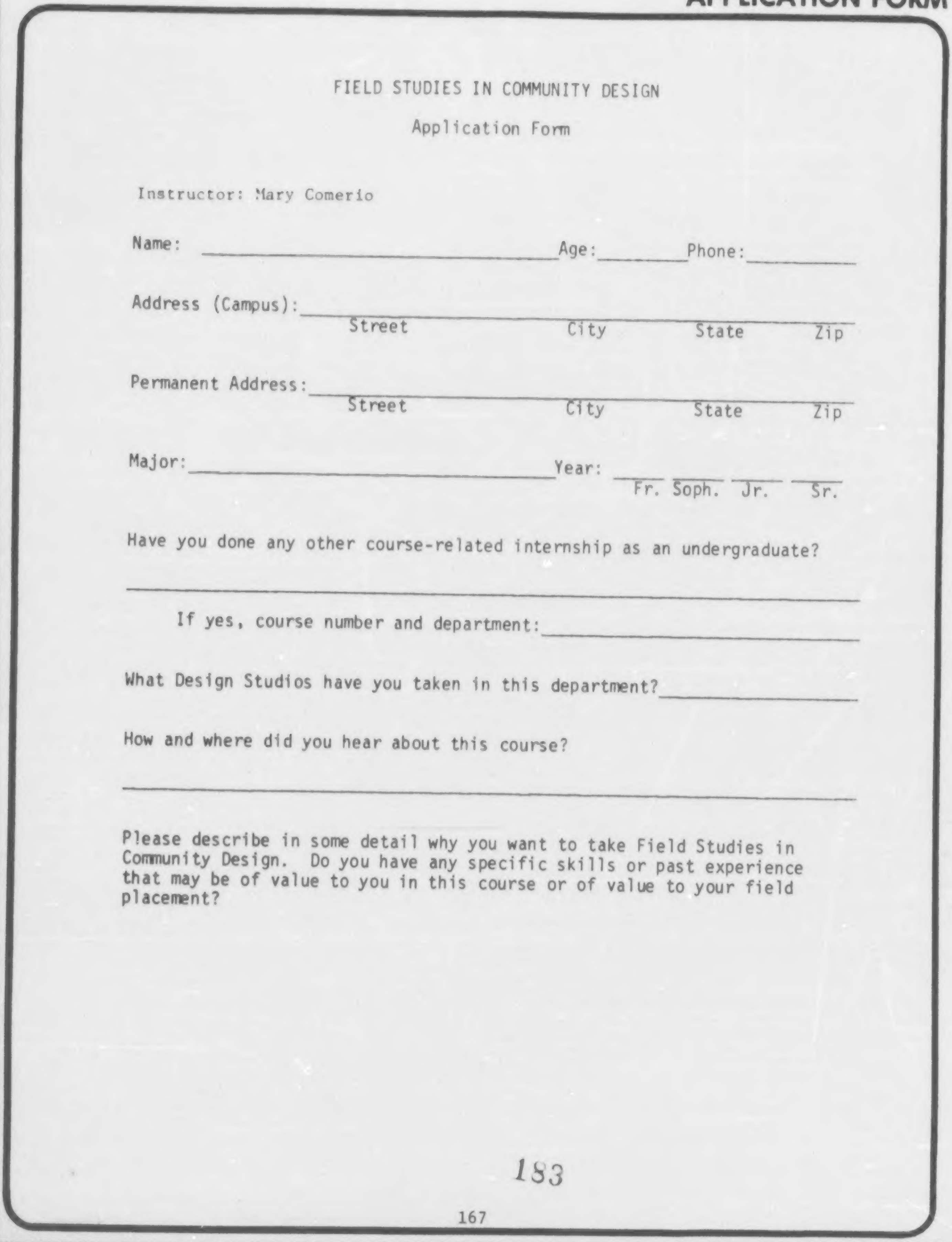


FIELD STUDIES IN COMMUNITY DESIGN

Application Form

Instructor: Mary Comerio

Name: ______________________ Age: ________ Phone: __________

Address (Campus): ______________________________________
Street City State Zip

Permanent Address: ______________________________________
Street City State Zip

Major: ______________________ Year: ____ Fr. ____ Soph. ____ Jr. ____ Sr.

Have you done any other course-related internship as an undergraduate?

______________________________________________________

If yes, course number and department: ______________________

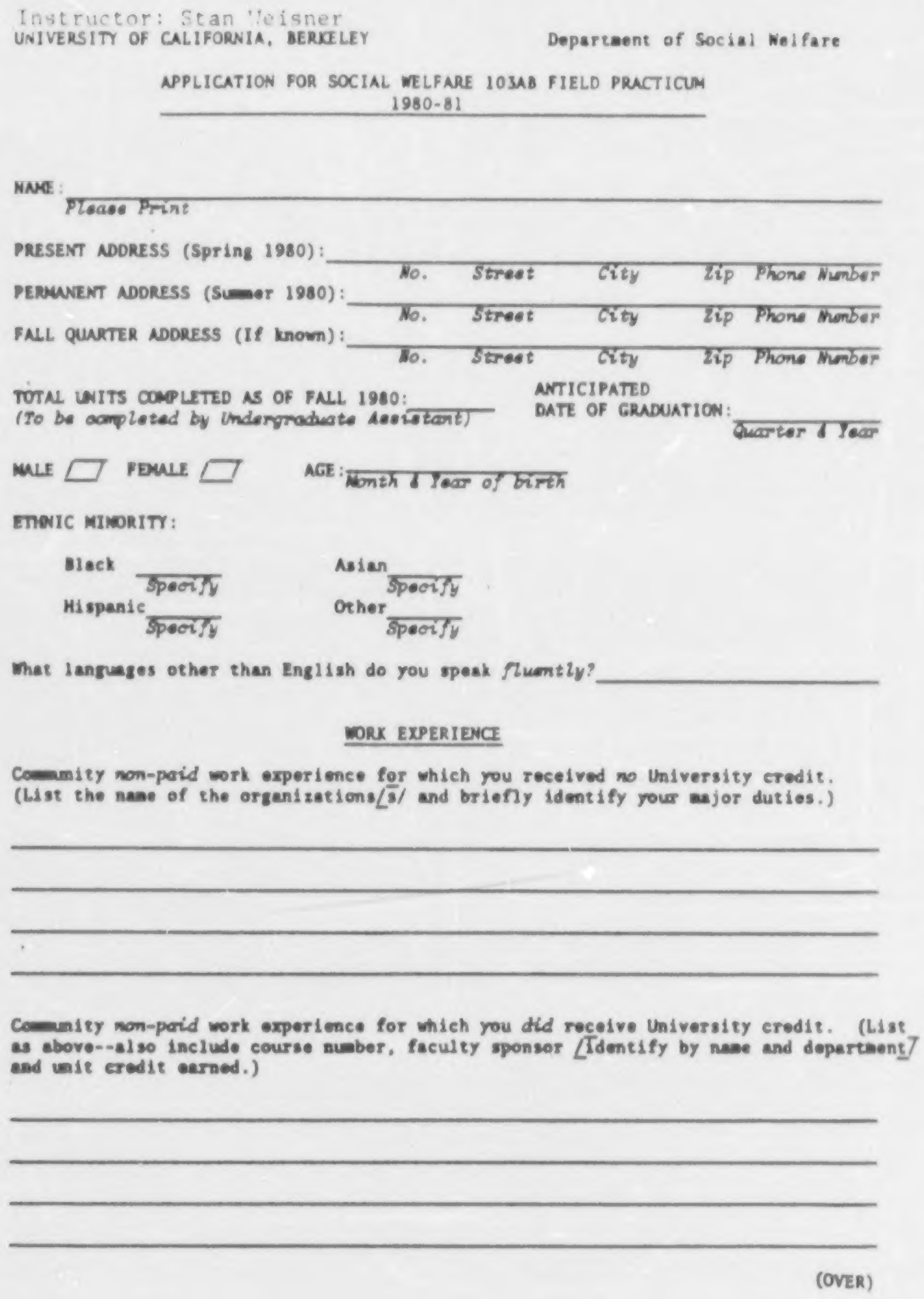
What Design Studios have you taken in this department? ______________

How and where did you hear about this course?

______________________________________________________

Please describe in some detail why you want to take Field Studies in Community Design. Do you have any specific skills or past experience that may be of value to you in this course or of value to your field placement?

# APPLICATION FORM



Instructor: Stan Weisner
UNIVERSITY OF CALIFORNIA, BERKELEY

Department of Social Welfare

APPLICATION FOR SOCIAL WELFARE 103AB FIELD PRACTICUM
1980-81

NAME: ______________________________
*Please Print*

PRESENT ADDRESS (Spring 1980): ______________________________
*No. Street City Zip Phone Number*

PERMANENT ADDRESS (Summer 1980): ______________________________
*No. Street City Zip Phone Number*

FALL QUARTER ADDRESS (If known): ______________________________
*No. Street City Zip Phone Number*

TOTAL UNITS COMPLETED AS OF FALL 1980: __________
*(To be completed by Undergraduate Assistant)*

ANTICIPATED
DATE OF GRADUATION: __________
*Quarter & Year*

MALE ☐ FEMALE ☐ AGE: __________
*Month & Year of birth*

ETHNIC MINORITY:

Black __________ *Specify*
Asian __________ *Specify*
Hispanic __________ *Specify*
Other __________ *Specify*

What languages other than English do you speak *fluently?* __________

WORK EXPERIENCE

Community *non-paid* work experience for which you received *no* University credit. (List the name of the organizations/s/ and briefly identify your major duties.)

______________________________
______________________________
______________________________
______________________________

Community *non-paid* work experience for which you *did* receive University credit. (List as above--also include course number, faculty sponsor /identify by name and department/ and unit credit earned.)

______________________________
______________________________
______________________________
______________________________

(OVER)

# APPLICATION FORM

*Paid* community work experience (if work-study please specify). (List the name of the organization/s/ and briefly identify your major duties.)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## INTEREST AREAS

To consider your preferences in assigning field placements indicate your interests on the schedule below.

I am interested in working with (check all that apply):

CHILDREN

| | |
|---|---|
| Nursery school | |
| Education program | |
| Day care | |
| Treatment Center | |
| Corrections | |

ADULTS AND/OR FAMILIES

| | |
|---|---|
| Casework | |
| Rehabilitation | |
| Crisis-hot lines | |
| Health care | |
| Probation/parole | |

AGED

| | |
|---|---|
| Residential | |
| Health care | |
| Life enrichment | |
| Community work | |

CULTURAL MINORITIES

| | |
|---|---|
| Children | |
| Adults/families | |
| Senior Citizens | |

Will you have a car available for field work?_________

CIC PROGRAM EVALUATION

Instructor: Gib Robinson
San Francisco State Univ.

Another form! We, as a program, need feedback and an evaluation as to how CIC is meeting your needs. It is very important to us that you take time with these questions in order for us to better understand what direction we want CIC to take. Also, we want a clearer picture of how you feel about the agency where you work and how it can create a stimulating, supportive environment with you. Thank you for your input.

The CIC Staff

A. Name of agency, ______________________________ Semester S____ F____

Please circle the category(ies) that reflect most of the work that you did at the agency:

ADMINISTRATIVE COUNSELING TEACHING RECREATION OTHER

Did this work meet your expectations? Was it a challenging, learning experience?

B. Please circle those skills that you used and/or developed at your agency:

COMMUNICATION PROBLEM-SOLVING DECISION-MAKING LISTENING

TAKING RESPONSIBILITY RISK-TAKING OFFERING & ACCEPTING SUPPORT

OTHER (PLEASE EXPLAIN)

Please give specific comments on what you did (and didn't) circle:

C. How did the agency staff interact with you? Were they supportive and sensitive to your needs?

D. Please circle the adjectives that best describe the support group atmosphere:

WARM FREE-FLOWING SUPPORTIVE TASK-ORIENTED OPEN RUSHED

FEELING-ORIENTED PROBLEM-SOLVING SUPPLEMENT TO FIELDWORK

NOT INCLUSIVE SUPPLEMENT TO ACADEMIC COURSES SHARING

SPACE FOR FEEDBACK DEVELOPING PERSONAL SKILLS--PROFESSIONAL SKILLS

OTHER (PLEASE ELABORATE)

Please comment specifically on what you did and didn't circle:

E. Please check the phrases that apply to your journal:
Was if helpful to:

| | |
|---|---|
| _____RECORD WORK EXPERIENCES | _____UNDERSTAND WORK EXPERIENCES |
| _____UNDERSTAND AGENCY | _____UNDERSTAND YOUR SKILLS |
| _____REFELCT ON OR CLARIFY ISSUES | _____OTHER ____________________ |

Was it not helpful? Why not?

F. Please describe how your experience this semester fits into your academic and/or career proces:

G. Any other comments or feedback about the CIC program? Please write them here, and feel free to come into the office to talk with a staff person about what you have written and/or about how you have experienced the CIC program and how you would like to experience it in the future. Thank you for taking the time to fill out this form.

Fall,1977 SHAKESPEARE PROGRAM Mr. Richmond

Please, if possible,copy down here: ______ the random number (needed for computing purposes only) which ~~may be~~ written on the upper right hand corner of the top sheet of your 117S list of course assignments. This questionnaire is anonymous, and it is specifically required to ensure continuation of the Regents' and N.E.H.'s Grants which pay for the films, lecturers, discussion leaders, and other facilities in the Program. The questionnaires will be reviewed only after course grades have been filed.

1. Please indicate: your major: seniority:
quarters at U.C.(B): number of English courses:
previous colleges or universities:

2. Please indicate your participation in these aspects of the Program:

| | Number of Attendances | Usefulness (0-none,5-great) | Comments (more space at 4.) |
|---|---|---|---|
| Films | | | |
| After-Class Discussions | | | |
| Office Hours | | | |
| Discussion Sections | | | |
| Language Lab (tapes) | | | |
| 117F Discussions (Th,4) | | | |
| 156 meetings | | | |
| Henry VIII Extn. Course | | | |
| Shakespeare performances outside U.C. | | | |

3. Please evaluate these other aspects of the Program (0-none,5-great):

| | Interest | Usefulness | Comments (more space at 4.) |
|---|---|---|---|
| Visiting Lecturers | | | |
| Slides & Music | | | |
| Faculty Reading | | | |
| Student Performance | | | |
| Regular Lectures | | | |
| Sonnet Assignment | | | |
| Essay Assignment | | | |

4. What were the three best things (in descending order of value) in the Shakespeare Program?

5. What were the three worst things in the Program?

6. Compare the Program (a) to other big lecture courses

(b) to the best course you have taken (specify if you wish)

7. Please rate the Program in comparison with all other courses which you have taken:

the worst___ among the weaker___ about average___

among the best___ the best___ hard to compare___

8. Do the advantages in the Shakespeare Program (films, tapes, visitors, optional sections, antholcgy,etc.) justify the large lecture format which their cost requires? Comment on your view.

9. Any other comments or suggestions about the Program: (e.g. evaluation of discussion leaders, etc.)

10. PLEASE INDICATE YOUR OVERALL EVALUATION OF THE SHAKESPEARE PROGRAM AND THE FACILITIES DISCUSSED ABOVE BY ASSIGNING A LETTER GRADE (use normal range from A to F):

# EVALUATION OF COURSE

PART ONE

Urban Internship
Teaching evaluation, p. 1
Instructor: D. LeVeen

1/ What do you see as the particular strengths and/or weaknesses of this instructor? What recommendations would you make for improving his/her teaching effectiveness?

2/ What do you see as the particular strengths and/or weaknesses of this course? What recommendations would you make for improving the course?

PART TWO

Urban Internship
Teaching evaluation, p. 2

Instructor's name________________________________ Date______________

Please grade the following characteristics of your instructor on an A through E scale, using N.A. if not applicable; then make comments, if you wish, in the space provided.

GRADE

____ 1/ assistance in finding an appropriate placement.
comments:

____ 2/ assistance in helping you to establish and maintain a satisfactory work situation.
comments:

____ 3/ effectiveness in helping you to maximize the educational value of your work experience.
comments:

____ 4/ effectiveness in encouraging fruitful seminar discussions.
comments:

____ 5/ availability for consultation.
comments:

____ 6/interest in you and your experience.
comments:

____ 7/ general knowledgeability regarding the "subject-matter" of the internship.
comments:

____ 8/ provision of useful feedback regarding your performance in the course.
comments:

# EVALUATION OF COURSE

FIELD STUDIES PROGRAM: STUDENT EVALUATIONS
Instructor: M. Comerio

Name____________________
Course____________________
Date____________________

## I. THE PROGRAM

1. Considered as a whole, how satisfied have you been with this course?

Not at all __/__/__/__/__/ Very satisfied
1 2 3 4 5

2. Indicate the expected value of this experience to the following:

| | |
|---|---|
| 1=of extreme value | __academic work (undergraduate major)<br>__academic work (undergraduate, general) |
| 2=of significant value | __academic work (graduate, if applicable)<br>__future employment |
| 3=of some value | __leisure activities<br>__domestic living |
| 4=of little value | __civic participation<br>__self-knowledge |
| 5=of no value | |

3. Did this course offer you an opportunity to apply your professional skills? Explain?

## II. THE COURSE

1. a. What aspects of the course did you like best?

   b. What aspects of the course did you like least?

2. What did you most like and dislike about the seminar? Explain.

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# EVALUATION OF COURSE

3. Please indicate the value of each of the following items in terms of its contribution to your overall learning in the course (for items not applicable, code NA).

1=of extreme value

2=of significant value

3=of some value

4=of little value

5=of no value

NA=not applicable

___Final paper
___Your work in the field
___Journal or field notes
___Field supervision
___Assigned readings
___Prepared lectures by teacher
___Informal comments of the teacher
___Guest speakers
___Seminar discussions
___Films

4. Were your expectations fulfilled in the course? Explain

5. Would you prefer a two-quarter sequence if this course was re-offered?
Yes_____ No _____

6. Which field assignments (i.e., Ethics assignment, map assignment, description of social interaction, etc.) did you find to be the most valuable? Why?

7. Which field assignments did you find to be the least valuable? Why?

8. How would you judge the value of the field assignments in comparision to the following:

Readings
Seminar Discussions
Guest Lectures
Final Paper

9. What recommendations can you make regarding the use of the field assignments the future? Which should be deleted and what other assignments should be added?

p.3
M.Comerio

## III. THE FIELD PLACEMENT

1. How satisfied were you with your particular field placement?

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

2. How satisfied were you with your placement contact person(s) in terms of:

a. providing you with support and consultation

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

b. providing you with valuable information about the field setting

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

c. supervising your work

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

d. encouraging you to think critically about your work in the placement

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

e. serving as a model for your behavior in this or similar setting

Not at all ___/___/___/___/___/ Very satisfied
1 2 3 4 5

3. What did you most like and dislike about working in a group with other students?

4. Are you planning to continue your field placement? Yes_____ No_____
If yes, Winter 1980_____; Spring 1980 _____

## IV. THE TEACHER

1. What aspects of the teacher's conduct did you like best?

2. What aspects of the teacher's conduct of the course did you like least?

PSYCHOLOGY 150 Instructor: M. O'Sullivan

Student Evaluation of Community Program Institution

DATE ______________________

NAME OF PLACEMENT ______________________

STUDENT NAME ______________________

Please grade each of the items listed below as it relates to your placement experience:

Excellent A B C D F Very Poor

Each item refers to some aspect of the field research course.

1. Value of the placement experience to you as a person -

   A B C D F

2. Value of the placement experience in clarifying your career goals -

   A B C D F

3. Quality of the orientation and initial instruction at your placement -

   A B C D F

4. Quality of the continuing supervision at your placement -

   A B C D F

5. Opportunity to apply academic knowledge of psychology -

   A B C D F

6. Value of Psychology 150 compared with other psychology courses you have taken

   A B C D F

7. Value of Psychology 150 compared with other college or university courses you have taken -

   A B C D F

Please indicate what you think the strengths and weaknesses of Psychology 150 as a psychology course are (what should be changed, what should be kept the same, etc.) and also the strengths and weakness of your particular placement.

______________________

______________________

______________________

______________________

______________________

______________________

______________________

# EVALUATION OF STUDENT

Instructor: Mr.Skinner 599-R

COOPERATIVE EDUCATION MIDTERM EVALUATION

Student ____________________ Employer ____________________________

Supervisor

UTC/P Major ________________ ____________________________

Address

____________________________

____________________________

Telephone

INSTRUCTIONS: Please mark the appropriate response in each of the following areas in relation to how you see this student/employee's progress and level of attainment.

1. Career Orientation: The student's understanding of his role and general perception of his abilities and potential with your firm.

   ___ A. Very good

   ___ B. Generally good

   ___ C. Needs improvement (Please indicate needed improvement): ____________ ______________________

2. Skills Acquisition: The student's development of skills and procedures needed for his specific job is:

   ___ A. Better than most others

   ___ B. About the same as most others

   ___ C. Slower than most others (Please indicate areas where he is weak.) ______________________ ______________________

3. Skills Application: The student's ability to apply skills and knowledge acquired in school or on other jobs to his present position:

   ___ A. Better than most others

   ___ B. About the same as most others

   ___ C. Slower than most others (Please indicate areas where he is weak.) ______________________ ______________________

4. Human Relations: The student's ability to accept suggestions, understand company policy, and relate to others on the job:

   ___ A. Outstanding

   ___ B. Generally good

   ___ C. Needs improvements (Please give specific examples of problem if possible.) ______________________ ______________________

# EVALUATION OF STUDENT

5. Personal Characteristics: Please evaluate the student's performance in relation to each of the following.

| Item | Excellent | Average | Needs Improvement |
|---|---|---|---|
| 1. General appearance | | | |
| 2. General hygiene | | | |
| 3. Punctuality | | | |
| 4. Creativity | | | |
| 5. Enthusiasm | | | |
| 6. Adaptability | | | |
| 7. Other (please specify) | | | |

Please list any areas in which you feel this student/employee has shown outstanding ability.

Please list any specific areas in which you feel this student/employee could improve his performance.

Signed ______________________
Supervisor

Initialed ______________________
Student

Initialed ______________________
Coordinator

# EVALUATION OF STUDENT

Instructor: LaRue Gilleland

Department of Journalism University of Nevada-Reno

JOURNALISM INTERNSHIP -- INTERIM REPORT OF COOPERATORS
(This form will be shared with interns to inform them of their progress.)

________________________ Student

________________________ Cooperator

1. Attendance
   - ( ) Regular
   - ( ) Sporadic

   Works an average of______hours each week

2. Competence
   - ( ) Produces more work than expected
   - ( ) Produces average amount of work
   - ( ) Produces just enough to get by

   - ( ) Always prompt with assignments
   - ( ) Generally prompt with assignments
   - ( ) Often late with assignments

   - ( ) Work is accurate and complete
   - ( ) Work frequently contains errors or is incomplete

   - ( ) Work is very neat
   - ( ) Neatness is satisfactory
   - ( ) Neatness is below standard; needs improvement

   - ( ) Quick to understand new ideas and methods
   - ( ) Average comprehension of new ideas and methods
   - ( ) Slow to comprehend; needs repeated instructions

   - ( ) Has good grasp of fundamentals
   - ( ) Lacks knowledge of fundamentals

   - ( ) Appears to be learning average amount from assignments
   - ( ) Does not appear to be learning much from assignments

3. Attitude
   - ( ) Good team worker; very cooperative
   - ( ) Average team worker
   - ( ) Difficult to work with; not very cooperative

   - ( ) Deals very well with others -- e.g., sources or clients
   - ( ) Deals with others acceptably
   - ( ) Does not deal well with others

   - ( ) Welcomes criticism
   - ( ) Does not accept criticism well

4. Appearance
   - ( ) Neat in appearance
   - ( ) Not neat in appearance; needs to improve dress and grooming

5. Grade estimate to date
   - ( ) Excellent -- merits an "A" grade so far
   - ( ) Good/above average -- merits a "B" grade so far
   - ( ) Average -- merits "C" grade so far
   - ( ) Below average -- merits "D" grade so far
   - ( ) Very poor performance -- merits "F" grade so far

6. Comments:

____________________ Date

______________________________ (Signature)

## Student Evaluation

Instructor: Leonard Haas

Student ______________________ Quarter A W S SU Year ______

Agency ______________________ Supervisor ______________________

1. Please rate the student's performance in accomplishing the learning goals specified in the contract (A-exceptional; B-good; C-average; D-poor, E-very poor)

| Goal | Rating |
|---|---|
| 1. | |
| 2. | |
| 3. | |

Comments: (If additional space for this or other questions is needed, please use the other side)

2. Please rate (A,B,C,D, or E) how well the student performed assigned duties and activities. If contracted duties were changed, comment below and give rating.

| Activities | Rating |
|---|---|
| 1. | |
| 2. | |
| 3. | |

Comments:

3. Please estimate the approximate number of hours spent by the student during the quarter in activities related to this field placement: ______________

4. This student should receive _______ credit _______ no credit

5. What are the student's strengths?

6. What are the student's weaknesses?

7. Please comment on P-481 procedures. Suggestions for improvement are welcome.

Thank you for your time in completing this form and supervising this student throughout the quarter.

# EVALUATION OF STUDENT

The Center for Institutional Change
San Francisco State University

Instructor: Gib Robinson

## FIELDWORK EVALUATION

Student________________________ Agency________________________

Agency Supervisor________________________ Date________________

The student named above needs feedback and an evaluation of his/her work with you. It is important that your feedback be clear, constructive, and as thorough as possible. We have found that evaluations are a valuable tool in the educational experience and make it possible for the student to learn and grow.

After filling out this evaluation, please take time to sit down with him/her and discuss their work with you. Your help is appreciated.

1. Has student shown up regularly for work? Yes____ No____
   If not, did s/he notify the agency? Yes____ No____
2. Please circle one

| | not very much | | | very much | |
|---|---|---|---|---|---|
| a. initiates | 1 | 2 | 3 | 4 | 5 |
| b. is energetic | 1 | 2 | 3 | 4 | 5 |
| c. is easy to work with | 1 | 2 | 3 | 4 | 5 |
| d. responsive to suggestion and criticism | 1 | 2 | 3 | 4 | 5 |
| e. is helpful to agency population | 1 | 2 | 3 | 4 | 5 |
| f. responsive to needs of agency staff | 1 | 2 | 3 | 4 | 5 |

3. In order for a trainee to have a clear idea of where s/he stands, the trainee needs critical feedback from his/her staff person. We ask that you consider for a moment just the areas of weaknesses and state them as clearly as you can.

4. Suggestions for improvement (please be specific where possible)

5. Now we want you to consider the specific strengths of this trainee as you see them. Please state the skills or personal traits you find most helpful in the student relative to his or her role at the Center:

6. How would rate this student's overall effectiveness?

   excellent good OK poor

200

7. Based on this student's work, what grade would you assign him/her?

# EVALUATION OF STUDENT

Intern Evaluation Form

Government 180
Municipal Administration Internship
Fall 1979

Instructor: William Iunch

Re: ______________________________

| | | High | | | | Low |
|---|---|---|---|---|---|---|
| 1. | Has the intern been cooperative? | 5 | 4 | 3 | 2 | 1 |
| 2. | Has the intern made an effort to be useful to you? | 5 | 4 | 3 | 2 | 1 |
| 3. | Has the intern proved useful to you? | 5 | 4 | 3 | 2 | 1 |

4. Major strengths of intern: ______________________________

5. Major weaknesses of intern: ______________________________

6. Other comments: ______________________________

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. | Overall midterm rating | 5 | 4 | 3 | 2 | 1 |

(signed ______________________________
Intern Supervisor

# EVALUATION OF STUDENT

Urban Internship
San Francisco State University

Instructor: D. LeVeen

## SUPERVISOR'S EVALUATION

DATE______________________NAME OF INTERN__________________________________

NAME OF ORGANIZATION______________________________________________________

NAME OF SUPERVISOR________________________________________________________

(1) How would you rate the overall performance of the intern?
Outstanding______Very Good______Good______Satisfactory______Poor______
Comments:

(2) Please describe briefly the intern's contribution to the work of your organization.

(3) What kinds of things do you think the intern has learned as a result of the internship?

(4) Please comment briefly on the intern's initiative, independence, responsibility, relationships with other staff and clients, general competence.

(5) Is there anything else we should consider in formulating our final evaluation of this intern's performance?

(6) If you were considering this student for full-time employment, how would you assess her/him? What advice would you give her/him about improving her/his qualifications in this area?

(7) If you were to assign a letter grade to the intern, what would it be?

(8) May I show this evaluation to the intern? Yes_____ No_____

Instructor: Sally Kees

## REPORT OF STUDENT PROGRESS IN 470

Student ______________________________________________
Last First Middle Semester Year

Community Cooperator ____________________ Cooperating Agency ____________________

Key: You may respond to the following statements by marking an"X" in the appropriate column. Comments are encouraged as may be needed for clarification. Use a ball point pen and mark heavily on a firm surface.

| The Student | Nearly Always | Usually | Seldom | Not Observed |
|---|---|---|---|---|
| Shows physical vitality and alertness. | | | | |
| Is dependable in fulfilling assignments. | | | | |
| Uses good judgement and common sense in accomplishing assignments. | | | | |
| Accepts and uses suggestions and criticisms. | | | | |
| Accepts opinions and actions different from her own. | | | | |
| Exhibits a positive attitude. | | | | |
| Works effectively with other adults. | | | | |
| Willing to arrive early, stay late to get a task completed. | | | | |
| Persists in the face of disappointment or indifference. | | | | |
| Adjusts to new situations. | | | | |
| Manages time effectively or efficiently. | | | | |
| Demonstrates subject matter competency. | | | | |
| Demonstrates initiative when the situation dictates a need for action. | | | | |
| Uses initiative in solving problems related to assigned tasks. | | | | |
| Demonstrates professionalism in orientation to children, parents, or other staff. | | | | |

# EVALUATION OF STUDENT

Department of Psychology
Instructor: R. Bowler

Final Evaluation of Student Intern

Student ____________________ Name and title of supervisor ____________________

Agency ____________________ Number of weeks worked ____________________

Average hours worked per week ____________________

This final evaluation of your student intern is designed to provide a process for identifying and assessing the student's learning and growth during this past semester in your agency. This evaluation is extremely important to the student. The instructor will use it as a tool to evaluate the student's fieldwork experience learning. Please indicate which rating standard you used in this evaluation, whether you compared the student to his/her entry level skills, other undergraduate students you have had, or beginning level staff members.

DIRECTIONS FOR RATINGS:

Please record the student's degree of effectiveness by writing the appropriate number (1-5) in the blank before each question. Use a 0 if there has been no opportunity to observe the skill or if it is not relevant to the field setting.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| somewhat ineffective | minimally effective | moderately effective | very effective | highly effective |

I Relations With Others

____ 1. Ability to communicate with staff
____ 2. Ability to communicate with clients

Comments ____________________________________________

____________________________________________

II Supervision

____ 1. Ability to utilize supervision constructively
____ 2. Openness to criticism
____ 3. Seeking and using help

Comments ____________________________________________

____________________________________________

III Personal Qualities

____ 1. Decision making
____ 2. Trust and confidentiality
____ 3. Initiative
____ 4. Creativity
____ 5. Dependability
____ 6. Ability to learn
____ 7. Sensitivity to professional ethics

Comments ____________________________________________

# EVALUATION OF STUDENT

## IV Skills

___ 1. Ability to utilize direction
___ 2. Analyzing problems
___ 3. Counseling
___ 4. Effective listening
___ 5. Nonverbal communication
___ 6. Organizing and carrying out assignments
___ 7. Self evaluation
___ 8. Verbal communication

Comments ____________________________________________

____________________________________________

## V General

___ 1. Attitude toward work performed
___ 2. Acts appropriately to his/her role in agency
___ 3. Contribution to agency
4. Overall quality of performance
___ -At the beginning of the placement
___ -At the end of the placement

Comments ____________________________________________

____________________________________________

What are the student's strengths?

____________________________________________

____________________________________________

In what areas does the student need improvement?

____________________________________________

____________________________________________

Please use the following scale to answer the next three questions.

| Not at all |  |  | Beyond expectations |  |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

___ 1. To what extent did the student meet the goals/objectives of the initial contract/agreement?
___ 2. To what extent did the student fulfill the supervisor's expectations?
___ 3. Considering the student's individual change, how would you rate his/her progress?
4. Would you be willing to take this student again? yes/no/maybe
5. Should the student pursue a career in this field?

| Uncertain |  |  | Very Definitely |  |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

Please return the completed evaluation to Rosemarie Bowler, Dept. of Psychology, San Francisco State University, San Francisco, Ca. 94132. Thank you.

## EVALUATION OF STUDENT

SAN FRANCISCO STATE UNIVERSITY
Department of
Political Science

### STUDENT-INTERN EVALUATION

(Student-Intern) ____________ (Semester) ____________

The above-named student has been selected to serve in your agency as a public service intern. Fundamentally, the seminar requires (a) an intern-type experience in a public service agency, (b) a diary giving a summary account of that experience, (c) an analytical paper probing some administrative problem, analysis of a key event, a case history of a significant decision, or some other application of administrative theory to a practical problem relevant to the particular internship experience, and (d) an evaluation of the student-intern's performance in the work experience by the Professional Supervisor. This form is intended to facilitate your evaluation of the above student.

What, in brief, were his/her duties during the period in which you supervised this student-intern?

In your opinion, and as far as you know, do you feel that the student-intern's work performance conformed to the employment standards and qualifications of your organization?

_____Yes. _____No. _____Don't know. If your answer is "No" please explain briefly:

ABILITIES, TRAITS, AND SKILLS:

On a scale of 1 (very high) to 5 (very low), how would you rate this student-intern on each of the following characteristics. (The reference group used for comparing him/her should be young pre-professional employees):

| | RATING: | REMARKS: |
|---|---|---|
| Intelligence | 1 2 3 4 5 | |
| Breadth of Knowledge | 1 2 3 4 5 | |
| Maturity | 1 2 3 4 5 | |
| Ability to Work with others | 1 2 3 4 5 | |
| Communication Skills: written | 1 2 3 4 5 | |
| Communication Skills: oral | 1 2 3 4 5 | |
| Degree of Resourcefulness | 1 2 3 4 5 | |
| Ability to meet deadlines | 1 2 3 4 5 | |
| Ability to analyze problems and formulate solutions | 1 2 3 4 5 | |
| Adaptability to new situations | 1 2 3 4 5 | |
| Degree of Administrative accuracy | 1 2 3 4 5 | |

**Perspective:** (ability to judge facts soundly and deal with their practical implications). 1 2 3 4 5

Using the same scale of 1 (Excellent) to 5 (Poor), how would you rate the student-intern on the following items:

The student-intern's attitude (self-motivation, cooperation, genuine interest...), in the discharge of his/her duties:

1 2 3 4 5

**Comments:**

The student-intern's level of performance in the conduct of your organization's mission:

1 2 3 4 5

**Comments:**

The student-intern's level of ability to think, plan, and make logical decisions relative to his/her work:

1 2 3 4 5

**Comments:**

The student-intern's demonstrated potential for a career in the public service:

1 2 3 4 5

**Comments:**

* * * * * * * * * * *

MOST SIGNIFICANT ASSET: What is the most important attribute which this student-intern has demonstrated during his/her period of internship?

MOST SIGNIFICANT LIMITATION: What is this student-intern's chief liability or weakness in his/her job performance?

ADDITIONAL COMMENTS: Is there anything concerning this student-intern which was not covered by the evaluation that should be mentioned?

Please check one of the following boxes to indicate your overall evaluation of this student-intern's potential for an effective career in the public service.

| Very High |  | Average |  | Very Low |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

Instructor: Mr. Pomerleau

# EVALUATION OF STUDENT

Instructor:
Mr. Skinner

FINAL EVALUATION - 599-R
Cooperative Executive Internship Program

_______________
Student Internee

Please note:

In making this evaluation, please be as helpful as you can by being as discriminating as possible. Your reference standard should be other professionals you have known who were just beginning their professional careers.

If the criterion is unobserved or unknown about the student, use the "?" column as your response indicator.

| | ?* | High | Above Ave. | Ave. | Below Ave. | Low |
|---|---|---|---|---|---|---|
| 1. As a self-starter who doesn't have to be pushed? | | | | | | |
| 2. As a person who can work with little supervision? | | | | | | |
| 3. In ability to get along with associates? | | | | | | |
| 4. In ability to work under pressure? | | | | | | |
| 5. In the accuracy of work performed? | | | | | | |
| 6. In the neatness of work performed? | | | | | | |
| 7. In finishing work at the time expected or promised? | | | | | | |
| 8. In willingness to tackle unpleasant or difficult assignments? | | | | | | |
| 9. In mastery of detail? | | | | | | |
| 10. In ability to organize work? | | | | | | |
| 11. In willingness to do more than one's share when occasion calls for it? | | | | | | |
| 12. In resourcefulness in meeting difficult problems? | | | | | | |
| 13. In stick-to-it-iveness in the face of trials and setbacks? | | | | | | |
| 14. In willingness to assume responsibility? | | | | | | |
| 15. In neatness of dress and personal grooming? | | | | | | |
| 16. In being punctual in getting to work and keeping engagements? | | | | | | |
| 17. In ability to plan ahead and carry out plans? | | | | | | |
| 18. In ability to organize work for others to do - and see that they do it? | | | | | | |
| 19. In willingness, patience and ability to teach subordinates? | | | | | | |
| 20. In a natural liking for and working with people? | | | | | | |
| 21. In the ability to "sell" ideas to a subordinate? | | | | | | |
| 22. In ability to inspire respect and confidence? | | | | | | |
| 23. In setting a good example by practicing what is preached? | | | | | | |

# EVALUATION OF STUDENT

Cooperative Education 599R

Cooperative Executive Internship Program

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

---

**RELATIONS WITH OTHERS**

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

**ATTITUDE – APPLICATION TO WORK**

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

---

**JUDGMENT**

- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses bad judgment

**DEPENDABILITY**

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

---

**ABILITY TO LEARN**

- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

**QUALITY OF WORK**

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

---

**ATTENDANCE:** ☐ Regular ☐ Irregular **PUNCTUALITY:** ☐ Regular ☐ Irregular

---

**OVER-ALL PERFORMANCE:** Outstanding Very Good – Average – Marginal Unsatisfactory

---

What traits may help or hinder the student's advancement?

---

Additional Remarks (over if necessary):

(In this section please comment on personal appearance, dress and grooming.)

---

This report has been discussed with student ☐ YES ☐ NO

(SIGNED) DATE

(IMMEDIATE SUPERVISOR)

# EVALUATION OF STUDENT

Instructor: Mr. Pickard
Department of Social Services and Corrections
University of Nevada, Reno

Date ____________________

## FIELD INSTRUCTION STUDENT EVALUATION

Student's Name __________________________________________

Semester: Fall ______ Spring ______ Summer ______ Year ______

An evaluation should be done on the student twice each semester; the first at the end of the first eight weeks of the semester and the second at the end of the semester. The first evaluation should be done for the purpose of showing the student areas of strength and weakness as a tool in student supervision; with the knowledge gained from the mid-term evaluation, the student will then be alerted to areas of needed improvement.

The grade the student receives for the placement will be determined by the evaluation at the end of the semester.

Note: The evaluation should reveal the student's actual performance, not what the rater feels the student should be able to do.

RATING SCALE:

1. Excellent -- student engages in behavior or displays attitudes without prompting or clarification.
2. Good -- student engages in behavior or displays attitude with occasional prompting or clarification.
3. Acceptable -- student engages in behavior or displays attitude but needs prompting and clarification.
4. Marginally acceptable -- student occasionally engages in behavior or occasionally displays attitude and needs prompting and clarification.
5. Unsatisfactory -- student never engages in behavior or displays attitudes even with prompting and clarification.

Mark items N/A if they are not applicable to the student.

Mark items N/O if the behaviors or attitudes described were not observed.

RATING ITEMS

I. PERSONAL QUALITIES

_____A. Flexibility
_____B. Poise
_____C. Openness to constructive criticism
_____D. Self-discipline
_____E. Willingness to risk, to extend self
_____F. Sense of responsibility
_____G. Sensitivity to people's needs
_____H. Self-awareness
_____I. Acceptance of social work value system
_____J. Frustration tolerance

II. DEVELOPMENT OF UNDERSTANDING

_____A. Differentiates between student and professional roles
_____B. Is aware of agency goals and programs
_____C. Understands relationships of agency and other agencies
_____D. Understands broad social issues facing agency and community
_____E. Identifies areas of needed change in agency and community

## III. SKILLS

_____A. Organizes workload, sets priorities

_____B. Establishes and maintains good working relationships with clients.

_____C. Establishes and maintains good work relationships with agency staff.

_____D. Works both independently and as a member of a team.

_____E. Uses supervision appropriately.

_____F. Communicates effectively orally

_____G. Communicates effectively in writing

_____H. Utilizes effective listening skills

_____I. Makes appropriate use of all services within agency

_____J. Makes appropriate referrals to other agencies

_____K. Applies learning gained from one setting or situation to another

_____L. Learns from mistakes

_____M. Effective in identifying problems

_____N. Sets appropriate goals in practice

_____O. Follows through on goals that are set

_____P. Works successfully with hostile, resistive clients

_____Q. Exhibits creatively in practice

_____R. Recognizes own limitations and abilities

## IV. OVERVIEW

A. Brief description of experiential learning activities

B. Areas in which student most needs to improve

C. Areas in which student has shown most growth

D. Comments -- Supervisor

Comments -- Student

Supervisor's Signature______________________________

Name of Agency______________________________

Student's Signature______________________________

Faculty Based Field Supervisor______________________________

# EVALUATION OF STUDENT

SAN FRANCISCO STATE UNIVERSITY
Department of Health Education

Instructor: Mr.Weddle

## Supervisor's Evaluation of Field Work Performance

Field work supervisors are requested to complete the following evaluation for each of the field work students assigned for the semester. In addition to the rating, it is hoped that the supervisors will add appropriate comments in relation to each of the areas.

The explanation of the rating scale is:

1 = Excellent
2 = Good
3 = Average
4 = Fair
5 = Poor

Supervisor: ____________________

Field Work Student: ____________________

Area of Performance — Rating

1. Reliability/Responsibility — 1 2 3 4 5
   - follow-through on assigned functions
   - dependable work pattern
   - willingness to assume responsibility

   Comments:

2. Resourcefulness — 1 2 3 4 5
   - Seeks out appropriate resources
   - self-direction in assigned activities
   - recognizes opportunites

   Comments:

3. Creativity — 1 2 3 4 5
   - develops new materials
   - innovative approaches to activities assigned

   Comments:

4. Human relations 1 2 3 4 5

- relates positively and effectively with health staff, community groups and leaders, and team partner
- respects contribution of others

Comments:

5. Communication 1 2 3 4 5

- successful in interpretation to community
- precise and effective in communication with health staff

Comments:

6. Analytical ability 1 2 3 4 5

- precise and accurate assessments
- identification of implications
- adjusts to changing situations

Comments:

7. Attitude 1 2 3 4 5

- desire to learn
- willingness to seek needed assistance
- sensitivity to social/cultural factors
- willingness to cooperate
- commitment to health programming

Comments:

8. Accomplishments 1 2 3 4 5

- application of health and behavioral sciences
- use of measurement and evaluation methods
- implementation and evaluation of a program plan

Comments:

# EVALUATION OF STUDENT

Instructor: Eva Essa

Student: ____________________
Observer(s): ____________________
Date(s): ____________________

## BASIC GUIDANCE PRINCIPLES EVALUATION

A positive approach can be more valuable than any other tool for the teacher of young children. Everyday words and actions convey a positive attitude to the child.

Verbalization should be positive whenever possible. (Record random statements in a 15-30 minute period.)

| DATE | RANDOM POSITIVE STATEMENTS | DATE | RANDOM NEGATIVE STATEMENTS |
|---|---|---|---|
| | | | |

The following items are to be rated from 1 to 4 as follows: (1) Excellent (2) Acceptable (3) Needs Improvement (4) Need Immediate Attention.

| DATES | VERBAL GUIDES: | DATE | Comments: |
|---|---|---|---|
| ______ | 1. States suggestions in a positive manner | | |
| ______ | 2. Gives choice to child only when choice is intended. | | |
| ______ | 3. Uses tone of voice which is soft but firm and imparts confidence. | | |
| ______ | 4. Does not use shaming or labeling of behavior (e.g., "bad" or "naughty") as a method of changing behavior. | | |
| ______ | 5. Avoids motivating children by comparisons and encouraging harmful competiiton. | | |
| ______ | 6. At mealtime, makes positive suggestions about eating and does not use food as a reward or punishment. | | |
| ______ | 7. Calls children by name and in other ways recognized individuality. | | |
| ______ | 8. Uses words that are as specific as possible and not vague or confusing. | | |
| ______ | 9. Uses short, simple statements when talking to the children. | | |
| ______ | 10. In a conflict between two children, is aware of the facts before taking action. | | |
| ______ | 11. When children display inappropriate behavior, ignores negative behavior when possible and rewards positive behavior. | | |
| ______ | 12. Shows acceptance of, and encourages the children's expression of feelings, both positive and negative. | | |
| ______ | 13. Does not talk with other adults in room unless absolutely necessary. | | |

# EVALUATION OF STUDENT

| DATES | | DATE | COMMENTS: |
|---|---|---|---|
| | 1. Makes suggestions effective by reinforcing them when necessary. | | |
| | 2. Demonstrates an affectionate (not overprotective or hovering) attitude toward the children. | | |
| | 3. Listens with interest to what children have to say. | | |
| | 4. Is at eye-level with child when speaking to him. | | |
| | 5. Encourages children to be self-sufficient, hanging up coats, buttoning or zipping clothes, etc., but given help as needed. | | |
| | 6. Encourages children to pick up toys they have used. | | |
| | 7. Is at ease and generally enjoys working with children; in other words, has fun. | | |
| | 8. Takes opportunity to teach children in an informal manner (e.g., concepts like colors, shapes, seriation, etc. | | |
| | 9. Is alert to the total situation by using the most strategic position for supervising. | | |
| | 10. Is alert to the activities of other teachers in the room, and is able to take over responsibilities beyond his or her own if another teacher is engaged or occupied in a situation which demands all of his or her attention. | | |

The following items do not add to the grade, but will decrease the grade if not satisfactorily met.

COMMENTS

RELIABILITY:

1. Reports to work on time every day.
2. Calls in advance for absence and provides substitute. (If applicable).

MAINTENANCE

1. Willingly and thoroughly carries out assigned maintenance duties.

PROFESSIONAL ATTITUDE:

1. Whenever working with the children, maintains professional and mature attitude.
2. Dresses appropriately.
3. Shares observations on development of individual children with appropriate staff members.
4. Does not discuss children and their families in any inappropriate situations; in other words, maintains professionalism.

# EVALUATION OF STUDENT

Student: __________
Evaluator: __________

Instructor: Eva Essa

COMPETENCIES: SUPERVISORY SKILLS

Ratings:
(1) Outstanding
(2) Good
(3) Improvement Needed
(4) Improvement Urgently Needed
(5) No Basis for Judgment

| | (1) | (2) | (3) | (4) | (5) | Comments |
|---|---|---|---|---|---|---|
| I. PLANNING | | | | | | |
| 1. Takes responsibility for curriculum planning when needed. | | | | | | |
| 2. Is aware of entire program before each day. | | | | | | |
| 3. Is aware of who is responsible for planning (if she isn't) and checks to make sure plans are complete and available. | | | | | | |
| II. PREPARATION | | | | | | |
| 1. Materials and supplies are prepared before class time each day. | | | | | | |
| 2. Assigns preparation and cleanup duties, and is aware of students' fulfillment (or lack of) of such duties. | | | | | | |
| 3. Discusses problems with students who do not fulfill preparation or cleanup duties and makes effective suggestions. | | | | | | |
| III. CLASSROOM PERFORMANCE<br>*9 items listed* | | | | | | |
| IV. INTERACTION WITH STUDENTS<br>*15 items listed* | | | | | | |
| V. INTERACTION WITH PARENTS<br>*6 items listed* | | | | | | |

# EVALUATION OF STUDENT

Student:____________________
Evaluator:____________________

## COMPETENCIES: TEACHING SKILLS

Ratings: (1) Outstanding
(2) Good
(3) Improvement Needed
(4) Improvement Urgently Needed
(5) No Basis for Judgment

| | (1) | (2) | (3) | (4) | (5) | Comments |
|---|---|---|---|---|---|---|
| 1. Story Reading | | | | | | |
| a. In reading a story, uses an appropriate tone of voice, soft but loud enough to be heard by all the children. | | | | | | |
| *8 items listed* | | | | | | |
| 2. Story Telling | | | | | | |
| a. Is able to conduct story time without a book. | | | | | | |
| b. Uses props such as flannel board, pictures, sounds, etc. effectively. | | | | | | |
| 3. Music and Dance | | | | | | |
| a. Selects appropriate music and dance experiences for the children's level. | | | | | | |
| b. Uses props such as rhythm instruments, records, or piano effectively. | | | | | | |
| c. Plans music and dance experiences for the children's level. | | | | | | |
| 4. Finger plays | | | | | | |
| *5 items listed* | | | | | | |
| 5. Science | | | | | | |
| *4 items listed* | | | | | | |
| 6. Art | | | | | | |
| *8 items listed* | | | | | | |
| 7. Cooking and Nutrition | | | | | | |
| *5 items listed* | | | | | | |
| 8. Outdoor Activities | | | | | | |
| *4 items listed* | | | | | | |
| 9. Informal Teaching Situations | | | | | | |
| *4 items listed* | | | | | | |

# EVALUATION OF STUDENT

FIELD STUDIES PROGRAM
ACADEMIC YEAR 1978-79

COURSE: IDS 196 I/J
INSTRUCTOR: M. Sternberg

## EVALUATION: STUDENT'S PLACEMENT PARTICIPATION

STUDENT: ______________________ PLACEMENT: ______________________

1. Projects, Activities, Services

   A. Describe projects, activities, services in which the student has participated at your placement.

   B. How effective was the student in implementing the above?

2. Use of time

   How effectively did the student use her/his time spent at the placement? (Include here how effectively the student followed through on his/her commitments, responsibilities -- keep in mind the 10-12 hour/week commitment.

3. Major Learning

   Identify the major things the student has learned in the two-quarter placement experience.

   A. New skills acquired.

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   B. Understandings about your agency/firm/program.

C. Personal Growth

D. Understanding of aspects of the global economy (over-all goal of the course).

4. Evaluate your relationship as contact person to the student (in terms of accountability, accessibility to each other, teaching/learning, etc.)

5. Identify any major problems that developed in the student's placement experience.

6. Briefly, how would you describe the student's overall participation in your agency/program?

* * * * * * * * * * * * * * * * * * * * * * * * * * * * *

**Both student and placement contact person should sign the evaluation as an acknowledgement of discussion/collaboration.**

____________________________ Student

____________________________ Contact Person

____________________________ Date

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE PROFESSIONAL INTERNSHIP PROGRAM
UNIVERSITY OF SAN FRANCISCO AND ________________
SAN FRANCISCO, CALIFORNIA 94117 ________________
________________

This agreement forms a basis of understanding between the PROFESSIONAL INTERNSHIP PROGRAM of the University of San Francisco (herein referred to as the "Program") and ________________
for the placement of ________ interns.

I. PURPOSE

This agreement is designed to provide Program Interns with the opportunity to strengthen professional skills, explore career possibilities, and, within the context of their education, begin to make the transition from school to a career.

II. ________________ RESPONSIBILITIES

A. Assign the intern to work assignments related to the curriculum and career goals being pursued.

B. Furnish the Program, upon request, supervisory evaluations of the student's performance on work assignments.

C. Inform the Program of any proposed action to terminate the placement of the student because of failure to perform at an acceptable level or because of misconduct.

D. Provide specific training and supervision necessary to successfully carry out work assigned.

III. PROGRAM'S RESPONSIBILITIES

A. Recruit, screen, select a candidate (or __ candidates) for the position(s). The final selection of an intern to fill the position will be made by ________________.

B. Advise ________________ if the intern drops out of school, or discontinues enrollment in the internship program.

C. Provide the intern with curriculum that encourages him/her to strengthen professional skills, identify and evaluate the learning that is taking place on the internship, and explore career paths. This will be accomplished in two ways:

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1. Through regularly scheduled evening seminars in which interns will work with faculty in the following areas:

   a. Advanced writing skills
   b. Career development
   c. Analysis of the relationship between theory and practice in the field of the internship

2. Individual counselling and guidance.

IV. STUDENT RESPONSIBILITIES

A. Student must be enrolled in a curriculum leading to a bachelor's or master's degree on a full-time basis at the University of San Francisco.

B. Student must be fully enrolled in the Program curriculum.

C. Student must attend the designated evening seminars.

D. Student must meet any medical or security requirements.

V. APPOINTMENT OF STUDENT TO INTERNSHIP POSITION

A. ______________________________ will make the final selection of a student to fill the internship position.

B. A student will be appointed to the internship position for a period of one (1) semester (September through December; January through May; June through August).

C. A student may continue a second semester in the placement upon the agreement of ________________________ the student, and the Program.

D. The appointment for the period of one (1) semester does not imply employment beyond the term of that semester.

E. A student appointment will be terminated at any time for any of the following reasons:

   1. Resignation
   2. Change in curriculum (i.e., student is no longer enrolled in program)
   3. Unsatisfactory work performance
   4. Inability of ________________________ for administrative reasons to retain the student in the position.

VI. TERM OF AGREEMENT

This agreement shall remain in force from ______________ to ______________. It may be terminated by mutual agreement, or by either party upon 30 days' notice.

FOR: THE PROFESSIONAL INTERNSHIP PROGRAM
UNIVERSITY OF SAN FRANCISCO

______________________________
SIGNATURE

FOR: ______________________________

______________________________

______________________________
SIGNATURE

# LEARNING CONTRACT

## INTERNSHIP APPLICATION FORM

Conservation & Resources
Studies
Instructor: Alan Miller

Quarter: Fall Winter Spring Summer
Units: 12 15

NAME:

| | PRESENT | DURING INTERNSHIP |
|---|---|---|
| ADDRESS: | | |
| PHONE: | | |

YEAR: Junior Senior

COLLEGE OR SCHOOL, AND MAJOR:

WORK SUPERVISOR:

AGENCY:

MAILING ADDRESS:

PHONE:

Attach a concise but detailed proposal, using the following headings:

1. AREA OF INTEREST (a brief description as currently defined)
2. OBJECTIVES (purpose of the experience and its relevance to your educational or career objectives)
3. BACKGROUND (list relevant course work and experiential background)
4. THE WORK-LEARN PLAN (placement location(s), work procedures, approximate time (days, weeks) devoted to projects, resources—people, references, readings, etc.)
5. CONTACT WITH FACULTY SPONSOR (frequency of meetings, letters, phone conferences)
6. BASIS FOR EVALUATION (form of reporting the learning experience, e.g. report(s), field journal, paper; and the criteria for evaluation)
7. WORK SUPERVISOR (degree of contact, role, guidance, evaluation)
9 LETTER OF AGREEMENT (a letter from work supervisor acknowledging agreemen to the proposal and outlining financial arrangements, employee benefits, etc., if involved)

**NOTE:** The material used for evaluation must be submitted to the faculty sponsor in time to be evaluated and graded by the first day of exam week.

# LEARNING CONTRACT

**NOTE:** THIS IS A CONTRACT. DO NOT SIGN UNTIL COMPLETION AND REVIEW OF THE INTERNSHIP PROPOSAL.

STUDENT'S NAME: ________________________________

Enclosed is my intern application for the ______________ quarter, 19___ for _____ units. I agree to follow the guidelines and the administrative procedures of the intern program. At the end of the internship, I agree to submit to the CRS Office (1) a copy of my final report or other material used as a basis for evaluation, and (2) my statement evaluating the internship.

Signature Date

---

MAJOR ADVISOR'S NAME: ____________________________

The proposed internship is relevant to the student's area of interest and given his/her proposed educational and career objectives, the experience is appropriate during the proposed quarter.

Signature Date Dept. Phone

---

FACULTY SPONSOR'S NAME: __________________________

I agree to sponsor the student named for the internship described in the enclosed plan. I accept the responsibilities outlined in the guidelines and administrative procedures of the internship program, and by the first day of exam week agree to submit a letter of evaluation and grade to the CRS Office.

Signature Date Dept. Phone

---

COORDINATOR IN CHARGE OF CRS 180: ____________________

The proposed internship application meets the requirements described in the guidelines.

Signature Date

---

CHAIRMAN OF CRS:

Signature Date

# LEARNING CONTRACT

Undergraduate Field Experience Contract

Psychology 481

University of Utah

Instructor: Leonard Haas

## Instructions

This contract is to be completed and signed by the student and the agency supervisor. It should then be presented to the P-481 course coordinator for approval. Each person will keep a copy.

In writing out the terms of this contract, please follow these general rules of thumb:

a) Be as behaviorally specific as possible.

b) Learning goals for the quarter must be set taking into consideration what experience the student has already gained. These goals must reflect acquisition of new skills, or work with a new population. If not, please explain why the particular learning goal will not be a new experience (i.e., "This quarter is the second of a three-quarter training sequence.")

c) Duties at the agency and other assigned activities must be directly related to the learning goals specified in this contract.

## CONTRACT

### I. Guidelines

a) This contract is valid for one quarter only.

b) Approximately thirty (30 hours) of work, training, or supervision are required for each registered credit hour of P-481.

c) This is a Credit/No Credit (C/NC) course. The course coordinator will determine assignment of C or NC on the basis of the supervisor's evaluation plus fulfillment of other course requirements.

### II. General Information

a) Quarter A W S Su (Circle) Year ____________

b) Student's name: ______________________________ SS# ____________

Address: ______________________________________________

Phone: ______________________________________________

Major: ______________________________ Year In School: ____________

c) Agency: ______________________ Supervisor: ______________

Address: ______________________________________________

______________________________________________

Phone: ______________________

# LEARNING CONTRACT

III. Terms of Contract

a) Field experience prerequisites (courses completed or skills required above and beyond P-101 plus 2 additional psychology courses).

______________________________

______________________________

______________________________

b) Learning goals (new skills to be learned during the qurter; if not new, give brief explanation below):

1) ______________________________

2) ______________________________

3) ______________________________

Comments:

c) Duties and activities (include work experiences, training assignments, supervision time, meetings, reports to be submitted, or outside readings to be completed by the student.

| Activity | Learning Goal It Relates To | Time Schedule | Total No. of Hours For the Qtr. |
|---|---|---|---|
| 1) | | | |
| 2) | | | |
| 3) | | | |
| 4) | | | |
| 5) | | | |
| 6) | | | |

d) Approximate number of hours to be spent by student during the quarter in activities related to this field placement (Circle)

30 60 90 120 150 180

e) Special conditions (general) expectations, agency rules, penalties for absences, punctuality, responsibility for finding substitute, etc.).

IV. Signatures:

I understand the conditions of this contract and will assume responsibility for ______________ credit hours of P-481.

______________________________
Student

I agree to supervise the above student in this field experience and agree to provide an evaluation of the student's performance based on the terms of this contract.

______________________________
Agency Supervisor

I approve the terms of this contract and agree to grant credit upon its completion.

______________________________
Field Training Coordinator

STUDENT PLAN

Executive Internship
Instructor: Rulon Dean Skinner

Instructions: In each of the four major achievement areas listed below, please write an objective you can accomplish this semester through your cooperative education job. Remember to read pages 3 through 6 for direction in establishing your objectives.

MY MAJOR EDUCATION OBJECTIVES FOR ________________ QUARTER, 19__

1. Career Orientation Objective (Identify how you plan on getting a promotion, seeing different aspects of your career area, or something else you want to do that concerns your career growth.):

How to Accomplish:

Measurement (How will you know when you have accomplished the objective?):

2. Skills Acquisition Objective (Identify a specific skill or bit of knowledge that you wish to acquire during the quarter.):

How to Accomplish:

Measurement (How will you know when you have accomplished the objective?):

3. Skills Application Objective (Identify some skill or bit of knowledge you have that you want to improve upon, or become more proficient in using.):

How to Accomplish:

Measurement (How will you know when you have accomplished the objective?):

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4. Human Relations Objective (Identify one way you want to improve your ability to work with supervisors, fellow workers, or others you associate with.):

How to Accomplish:

Measurement (How will you know when you have accomplished the objective?):

5. An Additional Objective That Meets Your Needs:

How to Accomplish:

Measurement:

6. An Additional Objective That Meets Your Needs:

How to Accomplish:

Measurement:

## AGREEMENT

We the undersigned agree with the validity of the learning objectives listed above. The agency will seek to provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student/trainee's work experience.

There are three participants in the Cooperative Education venture. The student agrees to abide by the Cooperative Education and employer guidelines. The supervisor will evaluate the student/internee's performance objectives at the end of the grading period. The university will award academic credit for work successfully accomplished.

Student's signature

Supervisor's signature

Coordinator's signature

IDS 196 A-B: CHILD CARE: THE DEVELOPING CHILD IN CONTEMPORARY SOCIETY
Instructor: Sue Brand

## LEARNING CONTRACT

Basic to students' actively defining their own education is their explicitly clarifying their learning needs and goals. Formalizing this definition by means of a "contract" can be a useful way for students to communicate their needs to both agency and seminar leader. In addition, evaluation of the field component of your experience as a field studies student will be tied partially to the progress which you and your field supervisor think you have made towards achievement of mutually defined goals. Since goal clarification is a continuous process, you will probably want to reformulate your thinking periodically.

There are three steps in filling out this contract. First, you should think about and answer the first 3 questions. You can either do this by yourself or with your agency supervisor. The next 2 questions should be filled out together with your agency supervisor. Lastly, you and I will meet with you supervisor to discuss your contract.

1. What are your learning goals in this setting? (getting to know, understand, and plan for an individual child; learning how to plan for a group of children; learning how to pick up and expand on children's activities; specific other practical skills; specific types of personal growth; greater understanding of adult communications, etc.)

2. How would you define your current role at the center? Does this role allow you to meet your goals?

3. How do you think you could best accomplish your goals? (through what tasks and roles?)

4. (To the agency supervisor) What roles would you like to see the student fulfilling that meet the needs of your program?

5. (If the answer to 4 is different from the answers to 2 and 3, what roles and tasks have you agreed on?)

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

6. Please note here any reformulation in light of new experiences.

# LEARNING CONTRACT

DEPARTMENT OF SOCIAL AND ADMINISTRATIVE HEALTH SCIENCES

RESIDENCY PLAN Instructor: P.Yedidia

Student______________________________ Advisor______________________________

Preceptor/Residency Organization______________________________________

1.a. Student's assessment of personal strengths and weaknesses (experience, academic preparation, interests, personality, etc.) relating to residency:

1.b. Faculty advisor's assessment of student's strengths and weaknesses in relation to residency:

AREAS OF CONCERN TO BE SPECIFIED AND AGREED UPON BY STUDENT, ADVISOR AND PRECEPTOR

2. What should the objectives be for this particular residency?
   a. Student's comments:
   b. Advisor's comments:
   c. Preceptor's comments:

3. What work assignments/projects would be of interest to the resident and of real importance to the preceptor?
   a. Student's comments:
   b. Advisor's comments:
   c. Preceptor's comments:

4. How should the residency be structured? (For example, how long should the orientation period be? Is there a need for any departmental rotation? If yes, how long? What departments? If specific project(s) are already determined, what is the projected duration for each?)
   a. Student's comments:
   b. Advisor's comments:
   c. Preceptor's comments:

5. How is "action-oriented" contact, if appropriate, with the Board of Directors/ Trustees and/or the Medical Staff/Community to be established and maintained?

   a. Student's comments:

   b. Advisor's comments:

   c. Preceptor's comments:

6. What mechanism would be appropriate to establish and maintain regular, frequent and open contact between the resident and preceptor?

   a. Student's comments:

   b. Advisor's comments:

   c. Preceptor's comments:

7. What out-of-agency activities would be of interest to and appropriate for this resident?

   a. Student's comments:

   b. Advisor's comments:

   c. Preceptor's comments:

NOTE: This form is actually seven pages long to accommodate the comments of the three parties involved. The space for these comments has been greatly reduced in this sample.

# LEARNING CONTRACT

*San Francisco State University* Instructor: C.R. Anderson

1600 HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

INTERNSHIP AGREEMENT

In the interest of maximum student learning and professional experience, the undersigned representative of the sponsoring organization: ______________________________ (name of broadcast station or broadcast-related organization), the BCA department, and the participating student, agree to the following requirements:

For the Sponsoring Organization:

(1) to evaluate fairly and continuously the student's work and progress as an intern by a list of detailed criteria, drawn up by the sponsoring organization, and acceptable to the BCA Department. (Copies of the evaluation criteria should go to the BCA Department for approval and to the participating student for his reference);

(2) to make a genuine effort to give the student meaningful assignments that are in the best interest of the student's educational and professional goals; and

(3) to present the final evaluation at the end of the student's internship to the BCA Department for translation into and assignment of a final course grade.

For the BCA Department:

(1) to agree that the student's sole compensation may be a final course grade;

(2) to use the sponsoring organization's evaluation and the student's final report as judiciously as possible in the assignment of a final course grade for the internship; and

(3) to aid in the initial selection of a suitable intern, if the sponsoring organization so desires.

For the Participating Student:

(1) to keep a detailed weekly log of his/her activities, assignments, and/or work accomplished;

(2) to work a minimum of 10 hours per week for three units of credit, or a reasonable amount of overtime (which should be carefully logged); and

(3) to present one week prior to the end of the semester a detailed typewritten report (with the log appended), indicating the nature of the activities, the self-perceived degree and rate of progress, and the general feeling about the whole experience.

______________________ ______________________

Signature Representative, Sponsoring Organization

______________________ ______________________

Signature Chair, BCA Department

______________________ ______________________

Signature Participating Student

# LEARNING CONTRACT

FIELD STUDIES PROGRAM
UNIVERSITY OF CALIFORNIA
BERKELEY

## PLACEMENT WORK/LEARNING AGREEMENT

NAME: ______________________ PLACEMENT: ______________________

The following form is used to help students and placements clarify together the exact nature and content of students' involvement at the placement. This includes: 1) learning goals that you set up for yourself; 2) tasks, projects, work you will be performing at your placement; and 3) the nature of your relationship with the contact person at your placement. Certainly, some of the objectives, expectations, and agreements will take new forms or need to be re-evaluated as time progresses. By discussing these things and committing them to writing early in the course experience, we will have a set of guidelines which will direct the placement experience and allow student, placement and course instructor to assess the learning/work experience over time.

(Complete this form in triplicate: one for student, one for placement, one for course instructor).

1. Learning Goals: What you hope to learn from your placement experience:

2. Jobs, tasks, projects you will be working on at placement:

3. Relationship between you and your placement contact person: arranged meeting times, nature of guidance of placement experience, mutual expectations of one another.

4. Your time commitment to the placement (hours you plan to be there).

# LEARNING CONTRACT

URBAN INTERNSHIP
WORK AGREEMENT

Instructor: Debbie LeVeen

Date____________________________________________

Intern's Name________________________ Phone________________

Supervisor's Name______________________ Phone________________

Agency_______________________________ Position______________

Address___________________________________________

A. WORK OBJECTIVES: What kind of work will the intern be doing? What specific tasks should be completed by the end of the semester?

B. EDUCATIONAL OBJECTIVES: What kinds of things should the intern learn from this experience--skills, competence, insights, and so on?

C. PROVISION FOR LEARNING ABOUT OVERALL OPERATION OF ORGANIZATION: One of the purposes of the internship is to allow students to learn about organizations as whole entities dealing with some aspect of the urban situation. How will this purpose be met?

D. PROVISION FOR ONGOING SUPERVISION: It is crucial that regular discussions occur between the intern and the supervisor. How will this be accomplished?

F. WORK SCHEDULE:

____________________________
INTERN'S SIGNATURE

____________________________
SUPERVISOR'S SIGNATURE

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## CONTRACT FOR THREE CREDITS OF FIELD EXPERIENCE 470

Instructor:
Sally Kees

This portion of the required 470 work will be performed by ________, student, at the Cyesis Program at the YMCA and Washoe High School Learning Center, under the supervision of __________________, __________________, and ______________, ______________, and other appropriate and designated professional staff members.

The student objectives are:

A) To gain an understanding of the social and psychological needs inherent in the infant-teenage parent relationsnip.

B) To provide and field-test with parents and foster grandparents guidelines for infant stimulation as an encouragement toward normal cognitive, language, social and fine motor milestones.

C) To aid parents and foster grandparents to work actively toward improving the quality of their infants' lives.

D) To apply professional methods in working with all concerned.

The plan for achievement of these objectives is as follows:

1) The student will review appropriate literature in order to familiarize herself with current infant stimulation techniques. (Appropriate time allotted: 20 hours)
2) The student will observe interaction between parent and infant and between foster grandparent and infant before offering any guidelines for infant stimulation. (Approximate time allotted: 10 hours).
3) The student will become familiar with and will administer the Denver Developmental Screening Test and/or the Utah Scale. (Approximate time allotted: 20 hours).
4) With parents and foster grandparents, the student will field-test guildelines for infant stimulation and obtain feedback as to their effectiveness. Approximate time (allotted: 30 hours).
5) As often as possible, the student will work with the parent and caretaker on a one-to-one basis, and will be available for home visits if necessary.

The student shall endeavor to perform the stated tasks at a grade "A" level by completing tasks as specified by the working supervisor(s) with accuracy and competency, as documented by the supervisor(s).

# LEARNING CONTRACT

SAN FRANCISCO STATE UNIVERSITY
Psychology Department

1600 Holloway Avenue
San Francisco, Ca. 94132
Instructor: Rosemarie Bowler

**FIELD PLACEMENT AGREEMENT**

The following student:
Name: ______________________ Year Level and Major ______________________

Address: ______________________ Phone: ______________________
is placed as a psychology field work student at:
Name: ______________________ Address: ______________________

Phone: ____________ for a total of ____________ hours per week for the academic year 19___. The student will work on the following days ______________________ ______________________ during the hours of ____________. She/he will have experience in at least the following activities:

______________________

______________________

______________________

What goals and objectives would you like to see the student accomplish during his placement?

______________________

______________________

Her/his primary supervisor will be: ______________________

Title and Degree: ______________________

The primary supervisor will agree to meet ____________ hours per week in direct supervision with the student.

Additional supervisors will be:

Name: ______________________ Title and Degree: ______________________

The primary supervisor will complete an objective comprehensive evaluation form assessing the field work student's performance at the end of the placement.

The field placement will commence ______________________ and terminate ______________________

(The academic semester begins ______________________ and ends ______________________.)

Signatures:

______________________
Primary Supervisor & Date

______________________
Field Work Student & Date

______________________
Field Work Instructor & Date

STATEMENT OF LEARNING OBJECTIVES

Instructor: Larry Pickard

Student's Name________________________ Semester--year________________________.

Agency________________________

Objective #1

To develop a working knowledge of the agency's programs, policies and procedures.

Methods

a. review agency's policy manual
b. discuss various programs of the agency with the agency supervisor noting the goals of the program, number of clients served, budget, etc.
c. review organizational chart
d. review evaluations that may have been of the agency's services.
e. read personnel policies for agency workers

Objective #2

To become competent in interviewing techniques and skills.

Methods

a. carry an active caseload of 5 clients throughout the semester.
b. complete 2 social histories, conducting all the interviews for the histories.
c. tape 4 client interviews and submit them to faculty based field supervisor for review and comments.
d. review a text on interviewing techniques.
e. participate in video taping of role playing seminar

Objective #3

To develop knowledge and skills in assessing adults (children, aged, etc) regarding social service needs.

Methods

a. become familiar with agency forms that are used for intake purposes and utilize the format in an interview situation.
b. review adult assessment tools that have been developed for people needing long term care.
c. review caseload biweekly with faculty based field supervisor and discuss problems, case plans etc.
d. solicit help from agency workers in regard to providing on-going social services with clients.

Signatures:

________________________
Student

________________________
Faculty Based Field Supervisor

________________________
Agency Supervisor

# JOURNAL/REPORT GUIDELINES

FIELD STUDIES PROGRAM
ACADEMIC YEAR 1979-80

COURSE: IDS 196 [illegible]
INSTRUCTOR: MADY MARCUS

## JOURNALS

GOALS: Your journal is an important way for you to understand and communicate your learning experiences in the course. The process of writing your thoughts and feelings about your field and seminar experiences will improve your understanding of what you are learning. Also, you will be communicating your knowledge to others in the class and to me. You will exchange journals periodically with another person in the seminar and I will read your journal several times during the quarter. Your fellow student and myself will give you "feedback", i.e. we will communicate our impressions, questions and analyses to you. You will read another student's journal and give "feedback" to him/her.

WHAT TO WRITE ABOUT:

1. The writing process: Initially, you will be writing about your observations, impressions, descriptions and reflections on your experiences. About mid-way through the first quarter you will start to analyze and abstract from your experiences. Analysis is developing concepts from asking and answering questions about experiences. Abstraction is linking these concepts together to form hypotheses. A hypothesis or problem developed in your journal may become the topic for your analytic paper which will be completed during the second quarter.

2. The guidelines: Each journal is different--some are more logical and analytical; others are more personal and impressionistic. I would like you to develop your own unique writing style based on the following guidelines:

a. Observations, reflections, descriptions of and impressions of:
   (1) your initial contact(s) with placements; (include physical setting, the staff, the clients).
   (2) your ongoing experiences at your placemen. (include your relationships with your clients and with staff and your analyses of organizational dynamics).

b. the Seminar
   (1) your impressions of lectures, discussions, the instructor's role, the student's role and the seminar group. Draw connections between seminar ideas and your field experiences.
   (2) Readings:
      (a) How valuable and appropriate was the reading to the seminar topic?
      (b) How did concepts from the reading relate to your field experiences? To your personal life experiences?

c. Your personal feelings about your experiences in the seminar and in the field. How are your experiences challenging to you? Helping you to grow? Forcing you to examine your values about the world and about mental health? What personal bias and judgements are you becoming aware of?

CONCLUSION: Writing in your journal is one way to help you make connections between theory and practice. You relate your ideas and thoughts with your experience by writing in your journal. The integration of theory and practice is a central goal of the Community Mental Health course and of the Field Studies Program.

Instructor: John Dierke

## COLLOQUIUM VISITATION REPORT - SHORT FORM

NAME: ____________________ SECTION: ____________

REPORT TITLE: (Please use an innovative, creative title) ____________________

DUE DATE: ____________

I. The purpose of this visit was to: ____________________

A. General information about the visit:

Date ________ Time ______ Location ____________

Name of Business ________ Industry ______ School ________

B. List of personnel and their titles, met/talked to or observed: ____________________

II. The rationale behind this visit: ____________________

III. The overall setting of each department, division, laboratory, and/or classroom visited was: ____________________

IV. General information gathered on the visitation:

A. Preferred educational background or preparation: ____________________

B. Specific technical skills required: ____________________

C. Potential courses (to be taken): ____________________

Instructor: Rulon Dean Skinner

## COOPERATIVE EDUCATION 399R
### Weekly Report Form

Cooperating Agency ________________________ Student Internee ____________

Cooperating Exec. ________________________ Address ______________

Address ________________________ Phone ______________

____________ Phone ________

For the week of ____________ to ______________

Credit hours registered for ________

MONDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

TUESDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

WEDNESDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

THURSDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

FRIDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

SATURDAY - Description of Involvement ________________________

________________________________________

________________________________ Total hours ________

Certification of Cooperating Supervisor

________________________

(signature)

## THE STUDENT JOURNAL

Each day the journal will consist of some, if not all, of the following seven entries:

1. The log: The log requires the intern to say concisely and specifically just what was done, at a particular time in the placement. It is similar to the who, what, where, of the lead paragraph of a news story. The log will require accurate, factual recording of what happened in a particular time frame.

2. Recording of questions: Three questions a day are to be asked from the intern that they find interesting and relevant. The questions are to be directed at anyone in the governmental agency you are working under. (Answers are not expected in the journal, only questions.)

3. Recording of perceptions: The detailed recording of perceptions in the journal helps the student/intern assemble, organize and begin to make sense of his/her own observations and experiences. What did you see? What did you observe? What patterns begin to emerge in the course of events in your placement? How does your placement fit into the political system?, etc.

4. Recording of feelings: The recording of your feelings towards the internship, the work you are doing, and the political system (positive or negative).

5. Recording of fantasies: The recording of fantasies assists the student/intern in the process of career exploration and may assist growth in many other ways. Interns try on different selves. They fantasize becoming councilperson, commissioner, city manager, the administrative assistant, the client, the victim, etc. A deeper understanding and sensitivity may be developed as the interns, in their fantasies, take the role of the other. This kind of exploration of self is important in the development of self-confidence and effectiveness. In their fantasies, students may dare; the journal legitimizes this kind of risk taking.

6. Discussion section: The discussion section frees up the journal format and is designed to encourage the student/intern to take one facet of the day's experience and deal with it in detail, or to view the day's experience in its totality. This is the free association section of the journal. Students can write it in stream of consciousness or any method they choose.

7. New language recording: Dealing with politicians, bureaucrats, lawyers, corporation executives, lobbyists, the press, and public interest advocates, interns soon learn that each placement has its own specialized language. Recording such language assists in the communicator role. It is an indispensable aid in the intern's beginning progress toward professionalism. In short, the interns record the language of the political zoo (i.e., hawks, doves, pecking order, fat cats, and gerrymander).

Instructor: Paul Davis
Political Science Dept.
Truckee Meadows Comm.Coll.

# STUDENT SELF-EVALUATION

## FINAL REVIEW AND EVALUATION
## COOPERATIVE WORK EXPERIENCE
## STUDENT SELF-EVALUATION

### Part 1

DATE:

STUDENT:

EMPLOYER:

Instructor: Rulon Dean Skinner

On the basis of each of the objectives and related assignments you determined at the start of the quarter, please tell how well you feel you have reached and satisfied the requirements of the course. Be as specific as possible, detailing what you have accomplished for each objective.

(1) Career Orientation

(2) Skills Acquisition

(3) Skills Development

(4) Human Relations

(5) An Additional Objective Which Meets Your Needs

(6) Related Assignments

Indicate the grade you feel you have earned in cooperative work experience:

For submission to coordinator:

## Part II

## POSITION APPRAISAL

A primary objective of the SIRM Internship Program is to provide students with an opportunity to develop their skills in a realistic environment under the guidance of senior members of their chosen profession. This section has been structured to assist you in appraising your experiences on your internship. Careful analysis of the experiences provided by this assignment will be helpful in placing your training in proper perspective. Circle the most appropriate answer.

If you had more than one supervisor during your intership, indicate = 1 for each of those answers circle d which apply to the first supervisor; = 2 for the second supervisor, etc.

1. Was your immediate supervisor of assistance in your developing an effective working relation-ship with co-workers?
   Always Frequently Sometimes Seldom Never
2. Did (s)he appear interested in you as an individual?
   Always Frequently Sometimes Seldom Never
3. Did (s)he give or provide for adequate training?
   Always Frequently Sometimes Seldom Never
4. Did (s)he motivate you to improve yourself?
   Always Frequently Sometimes Seldom Never
5. Did you receive adequate instructions or assistance from your supervisor(s) in the conduct of your work?
   Always Frequently Sometimes Seldom Never

If any of your answers are "seldom" or "never," explain: ____________________

________________________________________

1. Did you get along well with your co-workers?
   Always Frequently Sometimes Seldom Never
2. Was there enough work to keep the employees busy?
   Always Frequently Sometimes Seldom Never
3. Interest in your company was demonstrated by co-workers appeared to be:
   Excellent Good Average Fair Poor
4. Did co-workers display a willingness to improve themselves in their job?
   Always Frequently Sometimes Seldom Never
5. We communicated effectively with each other:
   Always Frequently Sometimes Seldom Never
6. Cooperation among my co-workers in accomplishing the work was:
   Excellent Good Average Fair Poor

If any of your answers are "seldom," "never," "fair," or "poor," explain:

________________________________________

________________________________________

# STUDENT SELF-EVALUATION

IDS 196 B: FIELD EVALUATION

Instructor: Sue Brand

Student's Name________________________________________________

STUDENT SELF-EVALUATION (To be done with the teacher)

What goals did you set for yourself in your field placement?

Which is these goals have you accomplished in your field placement? How?

Which of these goals weren't accomplished? What happened?

What have you, in general, gained out of this two-quarter experience?

TEACHER EVALUATION OF STUDENT (To be done with student)

Do you feel that the learning and/or practice goals you and the student set together have been accomplished? How?

What development have you seen in this student during the two quarters he/she has been at your center? (Students' field work accounts for 1/3 of his/her final course grade. Please be as specific as possible in your assessment as to the progress that you have seen the student make as well as areas that could be improved upon.)

## ORGANIZATIONS & ASSOCIATIONS

The Association for Experiential Education (AEE), Box 4625, Denver, CO. 80204. Publishes Journal of Experiential Education twice a year.

Council for the Advancement of Experiential Learning (CAEL), Lakefront North, Suite 300, Columbia, MD. 21044. Publishes bi-monthly newsletter, CAEL NEWS.

The National Society for Internships and Experiential Education (NSIEE), 1735 Eye St. N.W, Suite 601, Washington, D.C. 20006. Publishes bi-monthly newsletter Experiential Education.

## BIBLIOGRAPHY

Althof, James E. "The Social Psychology of Field Experience Education: Some Applications in the Liberal Arts." Alternative Higher Education. Winter 1979, 4, 127-139.

> This paper reviews some of the social-psychological factors which are important in the educational field-experience setting. The effect that each has upon the experience and behavior of liberal arts college students is examined. Some specific suggestions are given to teachers on how to ensure that the proper conditions for learning exist in field experience instruction.

Altman, S. Morton, and others. "Reality Classrooms: Field Experience and Undergraduate Education." Improving College and University Teaching. Winter 1978, 56-60.

> This article discusses the rationale for field study and the sources of strain in developing and implementing a program of field study. The authors present a paradigm for conceptualizing a full range of appropriate field settings.

Appalachia Educational Laboratory. Organizing Community Resources for Experiential Learning. Appalachia Educational Laboratory, Charleston, West Virginia, 1980.

> These are training materials prepared to assist educators in identifying and analyzing resources in the community for potential learning opportunities.

Argyris, Chris and Schon, Donald A. *Theory in Practice: Increasing Professional Effectiveness*. San Francisco: Jossey-Bass, 1978. 224pp.

Though not directed only to the educator, *Theory in Practice* will help educators become more self-aware, more aware of others, and hence more effective.

The authors distinguish espoused theories, which are used to justify and describe behavior, from theories-in-use, which are the operant theories of action. They examine how espoused theories and theories-in-use influence both personal and professional effectiveness and discuss strategies and environments for learning how to change.

A good companion with this book is Chickering's "Developmental Change as a Major Outcome" in Keeton, et al., *Experiential Learning*, annotated below. Chickering, among other things, points out the implication of Argyris and Schon for assessment.

Arnold, D.S., and others. *Experiential Education: A New Direction for an Old* Concept.

Papers delivered under the Sponsorship of the Humanistic Psychology Division at the 81st Annual Convention of the American Psychological Association, August 1978. (ERIC #ED086079. EDRS price MF-$0.76 HC-$1.95 plus postage.)

Three papers presented at the 1973 annual meeting of the American Psychological Association. Includes a brief overview, an introduction to the concept of experiential education, an exploration of three modes of experiential learning, a discussion of the application of the concept both to general and professional education, and a description of a successful three-year effort at the University of Kentucky to establish a university-wide, centrally coordinated program of experiential education.

Baines, Tyrone R. "The Faculty Supervisor" in Duley, John, ed. *Implementing Field Experience Education*. San Francisco: Jossey-Bass, 1974. pp. 39-44.

To understand the faculty supervisor's role, Baines first examines three models for field experiences. He concludes that though structures and forms may vary, all three have one purpose, to promote learning. As the university's representative, the faculty supervisor must ensure that the field experience does promote learning and that the student has access to it.

The faculty supervisor and the program administrator, Baines contends, have different functions requiring different skills and should be, therefore, different people. However, one person frequently does both jobs, and Baines goes on to discuss six functions such a person will perform.

# BIBLIOGRAPHY

Berte, Neal R. (ed.). Individualizing Education Through Contract Learning. University, AL: University of Alabama Press, 1975.

Articles relating learning contracts to the movement toward individualization in education.

Bollens, John C., and Marshall, Dale Rogers. A Guide to Participation: Field Work, Role Playing Cases, and Other Forms. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

A guide to learning acquired through methodological preparation for "real life" situations. Emphasizes the importance of student specification of goals and comments on the nature and value of active involvement by the learner in the learning process.

Borzak, Lenore. Field Study: A Sourcebook for Experiential Learning. Beverly Hills: Sage Publications, 1981.

This is a collection of writings by students, field supervisors and faculty sponsors involved in a variety of field experience programs. It addresses the issues of experiential education before, during and after participation in a variety of field settings, and it makes connections between field-based learning and a wide range of academic disciplines. Chapters include: Field Study and Experiential Learning--An Overview; Field Methods; Field Exercises; Readings for Reflection.

Breen, Paul, et al. Learning and Assessing Interpersonal Competence--A CAEl Student Guide. CAEL, Lakefront North, Suite 300, Columbia, MD 21044, 1977.

CAEL report #2 is a companion volume to #1, by the same authors, Teaching and Assessing Interpersonal Competence--A CAEL Handbook. It is based on the same theoretical framework and contains some identical sections. Its special contributions are chapters on planning for experiential learning and preparing for assessment. They offer detailed suggestions for developing a life goals autobiography, articulating personal goals to interpersonal development, and selecting an experiential learning site, as well as surveying eleven kinds of assessment.

Brooks, Stevens E., and Althof, James E., eds. Enriching the Liberal Arts Through Experiential Learning. San Francisco: Jossey-Bass, 1979.

This is a sourcebook of articles that define the goals of liberal arts education and includes examples of how experiential learning practices are applied in and out of the classroom and on and off campus to enrich the liberal arts. Chapter topics include pre-field preparation of students, criteria for selection of placements, the use of peer facilitators, learning contracts and four types of liberal arts learning environments.

Burt, R.F., and Douglas, M. The Community Resource Person's Guide for Experience-Based Learning. Portland, OR: Northwest Regional Educational Laboratory, 300 Southwest Sixth Avenue, Portland, OR. 97204.

A booklet designed to aid people in the community in helping students to learn through off-campus experiences. Offers guidelines for planning time with students, communication, evaluation, etc.

Cheren, M. A Manual for Program Advisors. Washington, D.C.: Campus-Free College, 1978.

Although designed to be an aid to program advisors in a specific campus-free nationwide program, the material is useful to advisors in any individualized postsecondary program. Examines methodology, issues, and problems involved in working with students in an individualized, experientially-based educational system.

Chickering, Arthur W. Experience and Learning: An Introduction to Experiential Learning. Change Magazine Press, 1977.

This policy paper discusses various issues associated with experiential learning, e.g., staffing, budget, institutional organization and community relations, and outlines the potential for educational effectiveness of this approach as well as the benefits for faculty and institutions.

Chickering, Arthur W. Education and Identity. San Francisco: Jossey-Bass, 1978.

The primary aim of this book is to integrate the research findings related to student development in college in order to make this information useful to administrators, faculty, counselors, students, parents and alumni. The author shows that college does make a difference in human development and presents his evidence along seven major dimensions of change: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, finding purpose, and developing integrity. The author then shows what kind of action can be taken to foster development along these dimensions and shows what conditions in the college experience can be changed to accommodate such action.

Christensen, Paul R., and Johnson, James N. The Learning Coordinator: A Study of the Role. San Francisco: Far West Laboratory for Educational Research and Development, 1977. ERIC #ED138828. 66pp.

This study of the learning coordinator's role in four Experience-Based Career Education model programs on the secondary level draws some conclusions about the basis for selecting learning coordinators, and for planning appropriate LC training programs. It also provides a functional description of the learning coordinator's role. While the data was obtained from secondary school instructors, many of the conclusions are relevant to postsecondary settings.

# BIBLIOGRAPHY

Clark, F.T., and Chisholm, S., eds. Contract Learning Casebook. Saratoga Springs, NY: Empire State College, Center for Individualized Education, 1975.

A guide for mentors who are designing learning contracts with students. Samples of actual learning contracts are included which emphasize the development of the internal contract areas such as the student's general purpose, specific purpose of the contract, learning activities, and methods of evaluation.

Cohen, Arthur M. "Issues for the Humanities in the 1980s." Liberal Education. Summer 1979, 172-181.

This article presents results of a study by the Center for the Study of Community Colleges which analyzed the humanities program of 178 two-year colleges. Definite changes in instruction, curriculum, and patterns of support are recommended as a means of maintaining student enrollment in the humanities.

Cook, William A., and Gonyea, James. "Putting Liberal Arts to Work." Change. April 1981, 46-47.

The authors point out that new research suggests that liberal arts courses teach students skills needed for employment in all occupational fields and that many faculty and administrators "have given serious thought to the relationship between skills and knowledge in academia and specific career areas in the marketplace." They discuss which career-related skills are most frequently taught in the areas of social science, math/science, and humanities.

Council on Social Work Education. The Dynamics of Field Instruction: Learning Through Doing. New York: 1975. (Available for $3.50 from Council on Social Work Education, 345 E. 46th Street, New York, New York 10017. ERIC ED121223. EDRS price MF-$0.83 plus postage. HC not available from EDRS.)

These eleven papers cover experiences in a variety of graduate and undergraduate social work field settings. They examine in detail students in a rural setting, students in a field research project, students in a generic field instruction program, students in a community-based practicum, and students in a psychiatric setting. One paper details the development of a field instruction model for social administration and another examines a student-designed practicum. The role strain of both agency-based and school-based field instructors is also discussed.

Cross, K.P. Accent on Learning: Improving Instruction and Reshaping the Curriculum. San Francisco: Jossey-Bass, 1976.

The author selects the most promising programs from over 1,000 studies of teaching, learning, and student development, and suggests practical ways they can be applied to the improvement of education. She also presents a new model of education that demands academic excellence yet accommodates student differences by reshaping curriculums and using new instructional strategies.

Davis, Robert H., Duley, John S., and Alexander, Lawrence T. Field Experience. Guides for the Improvement of Instruction in Higher Education. #8, 1977. Instructional Media, Michigan State University, East Lansing, Michigan, 48824.

The aim of this guide is to help instructors improve their students' field experiences. Presents eight steps for designing a field study program from the identification of student and teacher goals to the evaluation of the student and the program. Includes sample forms and annotated bibiliography.

DeCecco, John P. The Psychology of Learning and Instruction: Educational Psychology. Englewood Cliffs, NJ: Prentice-Hall, 1968. 800pp.

DeCecco has prepared a college textbook for prospective teachers which is intended, among other things, to provide fairly specific guidelines for analyzing student entering behavior, stating instructional objectives, providing the necessary conditions for various types of learning, and constructing tests and interpreting scores.

It is organized into sections on instructional models and objectives, entering behavior, instructional procedures, educational innovations, and performance assessment and research. A bibliography and an index complete the book.

Dewey, John. Experience and Education. London: Collier Books, 1963, 91pp.

In 1938, more than two decades after Democracy and Education, Dewey wrote this essay to reformulate his ideas as a result of his intervening experience with the progressive schools and in light of the criticisms his theories had received. The succinct message herein, nonetheless, covers a broad spectrum. Beginning with a comparison of traditional and progressive education, Dewey goes on to tackle the need for a theory of experience, the criteria of experience, social control, the nature of freedom, the meaning of purpose, and progressive organization of subject matter. He concludes with a chapter entitled "Experience--the Means and Goal of Education."

Duley, John, and Gordon, Sheila. College-Sponsored Experiential Learning--A CAEL Handbook. CAEL, Lakefront North, Suite 300, MD. 21044, 1977.

The fifth CAEL report is aimed at faculty and other professionals concerned with developing and evaluating college-level experiential learning programs. It sets out to encourage innovation, flexibility, diversity and quality in both development and assessment.

An initial chapter on theoretical reflections is graced by its own bibliography. The rest of the book follows the sequence of program development: developing program educational objectives; developing placements; selecting, preparing and placing students; monitoring students' learning; follow-up assessment and integration of learning; and program evaluation.

A list of references and appendices concerning resources for placement development, student preparation and advisement, and a sample performance analysis report conclude the book. A "checklist for guiding students' experiential learning" serves as an index to this volume and other CAEL publications. CAEL-6, Hadley Nesbitt's College Sponsored Experiential Learning: A CAEL Student Guide, is the companion volume to this one.

Duley, John, ed. "Implementing Field Experience Education." New Directions for Higher Education, San Francisco: Jossey-Bass, 1974.

Collection of papers originally developed for the 1973 conference of the Society for Field Experience Education. Papers cover a variety of topics such as the role of the student, the faculty supervisor, and the agency supervisor. Other papers are concerned with various aspects of designing and organizing programs on the special character of experiential education in different settings.

Ebel, Robert L. Measuring Educational Achievement. Englewood Cliffs, NJ: Prentice-Hall, 1965. 482pp.

Ebel intends to provide prospective and practicing teachers at all educational levels with the concepts, principles, and procedures that can help them prepare better tests of educational achievement of learning. He is not concerned with standardized testing.

Chapters cover the need for better classroom tests; what achievement tests measure; how to plan a classroom test; the characteristics and use of essay tests; how to use true-false tests, how to write multiple-choice test items; how to administer and score achievement tests; describing test scores statistically; how to judge the quality of a classroom test; how to estimate, interpret and improve test reliability; how to improve test quality through item analysis, the validity of classroom tests, and marks and marking systems. A glossary of educational measurement terms and an index complete the book.

Farnham-Diggory, Sylvia. Cognitive Processes in Education: A Psychological Preparation for Teaching and Curriculum Development. New York: Harper & Row, 1972. 630pp.

Farnham-Diggory describes this as an educational psychology text with "real-world orientation and . . . emphasis on the newest principles." In her opinion, the most important theoretical concept is that of a person as a sampler of information. Traditional education, she maintains, does almost nothing to assist this natural mode of intellectual growth. Hence her text attempts to provide some of the background necessary for a sound educational revolution.

The book is organized into sections on cognitive development; basic systems of information processing; motivation, personality and culture; language; pictures, patterns and codes; and the creative process. The author recommends that they be read in order, as each builds on the others. Extensive references and index complete the book.

Ferrin, Richard J., and Arbeiter, Solomon. Bridging the Gap: A Study of Education-to-Work Linkages. New York: College Entrance Examination Board, 1975.

The report is the result of a year long study conducted by the College Entrance Examination Board for the National Institute of Education. The purpose of the study was to develop a framework for studying education to work transition to document the variety of existing linkages, and to offer proposals for improved or new mechanisms. Within that general area the specific linkage between education and occupation was selected. This delineation led to a focus on secondary and post-secondary education. Finally, the study focused on linkages designed to affect persons through institutional change rather than through an individual based mechanism such as counseling. California, Florida, New Jersey, and Ohio were the four states selected for intensive study.

The study proposes that participation is the most desirable level of linkage between education and work. It maintains a dynamic tension to improve both institutions. Another finding was that educators were more concerned with bringing together the processes of work and school than in aligning the outcomes of school with the needs of the work world. The authors present recommendations to help educators improve the match between student competencies and employer needs. Further, the study stresses that in addition to changing education, the work place must also be changed.

This report as well as its supplementary reports is an excellent resource for anyone attempting to link education and work. While the report itself is conducted according to a detailed analytic framework, it offers practical recommendations for action. The study also includes an extensive bibliography.

Fitzpatrick, Robert, and Morrison, Edward J. "Performance and Product Evaluation" in Thorndike, Robert L., ed. Educational Measurement. Washington, D.C.: American Council on Education, 1971. pp. 237-270.

Performance and product evaluation is done through what is commonly called a performance test, in which some criterion situation is simulated to a much greater degree than is represented by the usual paper-and-pencil test. The authors discuss simulations, contexts in which performance tests may be used, and the mechanics of developing, administering and scoring such tests. A list of references follows.

Ford, A.S., ed. Directions for Experimental Education in Higher Education: A Conference for Academic Administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November 1975. (ERIC #ED125496. EDRS price MF-$0.83. HC-$3.50 plus postage.)

A wide variety of experiential programs that may be used to expand educational experiences is presented. These include service-learning internships; cooperative education; volunteer programs; field-based or independent study; work-study; and University Year for Action. The participants represented in these proceedings outline the instructional characteristics of experiential learning; the rationales for combining work and learning; faculty involvement in experiential education; budgetary consequences of such programs; future directions for experiential programs; and some exemplary programs already in action.

Gordon, Thomas. *T.E.T.--Teacher Effectiveness Training*. New York: Peter H. Wyden, 1974. 366pp.

Gordon, a clinical psychologist, author of the popular P.E.T.--*Parent Effectiveness Training*, and founder of a nation-wide system of parent effectiveness training programs, turns his attention to teachers. He examines defective teacher-student relationships, and discusses numerous other aspects of schooling including how to communicate with students, how to listen to them, how to handle their problems, how to modify the classroom environment to prevent problems, how to handle conflict in the classroom, how to make the school a better place to teach in, and how to work with parents. An annotated bibliography and index complete the book.

Greenberg, Ellie. "The Community as a Learning Resource," *Journal of Experiential Education*, Fall 1978, *1*, 22-25.

This article presents a conceptual framework for practitioners committed to combining experiential learning and theoretical learning in various educational environments. The formula includes: (1) providing a theory of learning and defining specific competencies to be gained; (2) understanding the community systems; and (3) identifying common learning resources.

Gronlund, Norman E. *Measurement and Evaluation in Teaching*. New York: Macmillan, 1976. 590pp.

This third edition is different from the earlier two in paying increased attention to both the use of tests and other evaluation instruments in improving instruction and learning and the preparation, use and evaluation of criterion-referenced tests. Other aspects of the book remain the same. Its basic theme is still that classroom evaluation is an integral part of the teaching-learning process. It is still aimed at prospective and practicing teachers at the elementary and secondary levels.

Chapters are organized into the following scheme: the evaluation process; constructing classroom tests; using standardized tests; evaluating procedures, products and typical behavior; using evaluation results in teaching. Appendices include elementary statistics, a table of squares and square roots, a list of test publishers and objective-item pools, a selected list of standardized tests, and a taxonomy of educational objectives. Author and subject indices complete the book.

Hart, Michael A. *A Handbook for Students; A Handbook for Agencies; A Handbook for Faculty*. Atlanta: Georgia Intern Program (no date), 19 pp. each.

Three separately bound reports designed for three audiences. Reports emphasize the role each of the parties should play in making the intern program a success.

Heerman, B.C. Experiential Learning in the Community College (Topical Paper No. 63). Los Angeles: ERIC Clearninghouse for Junior Colleges, University of California, 1977. (ERIC #ED140909). EDRS price MF-$0.83 HC-$4.67 plus postage.)

> This monograph argues the need for incorporating experiential learning of many types into two-year college education. Several examples are used to illustrate the essential components of sponsored experiential programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. Specific requirements for a successful, sponsored-learning program include, but are not limited to, careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included.

Hesburgh, Theodore M. "The Future of Liberal Education." Change. April 1981, pp. 36-40

> The author links the future of liberal education to "the most profound need of our age: to rediscover man and the meaning of human life; to give meaning, purpose and direction to our days; to reinvestigate our society and our world." He cites the need to re-establish the centrality of such subjects as philosophy and theology, literature and history, art and music and the value content of political science, economics, anthropology, and sociology in order to meet what he calls "our human imperative."

Hodgkinson, Harold L., et al. Improving and Assessing Performance: Evaluation in Higher Education. Berkeley: University of California, Center for Research and Development in Higher Education, 1975. 242pp.

> Improving and Assessing Performance is a report from a study of evaluation in innovative higher education programs. It is aimed at practitioners, especially college faculty and administrators, who want to know more about evaluating people, programs and institutions. Material ranges from the general methodology of evaluation to the development of specific evaluation techniques, and from annotated resources to recommendations. Methods of reporting evaluation results are also discussed.

Hogan, T. P. Assessment Issues for Wisconsin's Extended Degrees. Green Bay, WI: Office of Educational Research and Development, University of Wisconsin-Green Bay, 1977.

> A series of six papers which describe assessment issues most pertinent to an adult educational program in which assessment of prior college-level learning as well as assessment of classroom and experiential learning are important components of the program. Issues addressed include: the use of assessment as a measure of quality control; the importance of assessing a student's learning rather than just the experience; fundamental principles guiding the specification of assessment procedures; methods for implementing assessment techniques; and procedures for recording the results.

Hursh, Barbara, and Borzak, Lenore. "Toward Cognitive Development through Field Studies." Journal of Higher Education. 1979, 50, 63-78.

The authors report data collected over four years on a field studies program design developed at Northwestern University. In addition to describing the outcomes of the study, the data are compared to selected theories that describe the psychological development of students during college. The authors conclude that the outcomes of this field study design appear to correspond well to forms of development valued in traditional, campus-based education.

Ingalls, John D. A Trainers Guide to Andragogy: Its Concepts, Experience and Application. Washington, D. C.: U. S. Social and Rehabilitation Service, 1973. 242pp.

This volume has been described as the most comprehensive to date in bringing together the new concepts and techniques of adult education and showing how they can be applied to the training of professionals for the Social and Rehabilitation Service.

This revised edition is organized into six chapters on concepts, six on experience, and two on application. An annotated bibliography is divided into sections on science and philosophy, education and psychology, and group process and organizational development. A short list of additional references is appended.

Jenks, C. Lynn, and Murphy, Carol J. Experience-Based Learning and the Facilitative Role of the Teacher. San Francisco: Far West Laboratory for Educational Research and Development, 1980.

A set of staff development materials for secondary and postsecondary faculty interested in assuming the facilitative role required in experiential programs. The book includes four sections, each with background reading, exercises and an annotated bibliography: (1) Orientation; (2) Planning with Students; (3) Monitoring Student Progress; and (4) Evaluating Student Progress.

Jernstedt, G. Christian. "Experiential Components in Academic Courses." Journal of Experiential Education. Fall 1980, 11-19.

The author presents several techniques for introducing experiential components into academic courses. Inclass techniques include examples, modeling and demonstrations; experiences outside the classroom include experiential laboratories and extended group living experiences. According to the author, all of these techniques focus on two elements of learning which appear to be critical for the full development of the mind and the person: an active learner in interaction with his or her environment. The author finds, however, that the success of experiential components in academic courses rests on the development first of the intellectual content of the course. Experiences which are not necessary or important to the development of course concepts may provide increased student motivation, but do not appear to produce better learning.

Keeton, Morris T., et al. Experiential Learning: Rationale, Characteristics, and Assessment. San Francisco: Jossey-Bass, 1977. 266pp.

A distillation of theoretical papers commissioned by the CAEL Steering Committee to illuminate the practical work of CAEL. Independent interpretations, rather that a prescriptive credo, they are aimed at a broad audience of students, faculty, administrators, and educational policymakers.

Part One concerns the history, present conditions, and future of postsecondary learning options and credentials, especially the role of experiential learning. Part Two analyzes experiential learning, and Part Three addresses both the state of the art in assessment of experiential learning and possible avenues of improvement. Four priority topics are reflected in the papers: within learning objectives, interpersonal skills and personal development; within learning arenas, the sites and setting of work experience; within instrumentation and methodolgy, the portfolio as a tool of assessment; within assessors, the use of expert judgment in assessment.

Two appendices concern current CAEL publications and CAEL committes, and a bibliography and index conclude the book. The CAEL publications are presented in a useful bibliographic essay format.

Keeton, Morris T., and Tate, Pamela, J., eds. Learning By Experience--what, why, how. New Directions for Experiential Learning. San Francisco: Jossey-Bass, 1978.

This sourcebook, which was the first in a new series, is meant to provide an initial overview of the field of activity and of work in progress on experiential learning problems for those active in promoting such learning, those curious and uncommitted, those opposed and wanting to understand more fully what is happening, and those entirely unfamiliar with the field. Contributors include Joan Knapp, Austin Doherty, Morris Keeton, William Craft, Urban Whitaker, Jean Titterington, Michael Goldstein and Pamela Tate.

Knowles, Malcolm. The Adult Learner: A Neglected Species. Houston: Gulf, 1973. 198 pp.

This concise, lively book, addressed to human resources developers, is billed by the author as "a trip up the Amazon of educational psychology to the jungle of learning theory." It is organized into chapters on the strange world of learning theory, theories of learning based on studies of animals and children, theories of learning based on studies of adults, theories of teaching, and applying theories of learning and teaching to human resources development. Knowles points out that most adult learning theory is based on theories of child learning, which are in turn based on studies of animal learning. Reviewing the traditional theories about learning, he describes the traditional teaching derived from them. Discussing the emergent theories of adult learning based on the characteristics of adults themselves, he then relates the new teaching processes derived from them.

# BIBLIOGRAPHY

Kolb, David A. and Fry, Ronald. "Towards an Applied Theory of Experiential Learning" in Cooper, Cary L., ed. Theories of Group Processes. London: John Wiley & Sons, 1975. pp. 33-57.

Kolb and Fry outline the experiential learning process, then devote most of their attention to discussing four implications of that process: (1) the integration of cognitive and socio-emotional perspectives on learning; (2) the role of individual differences in learning style; (3) the concept of growth and development inherent in the process; and (4) a model of learning environments commensurate with the process. They present evidence that individual learning styles influence both the individual's preference for certain educational formats and educational content.

Knapp, Joan, and Sharon, Amiel. A Compendium of Assessment Techniques. Princeton, N.J.: CAEL, Educational Testing Service, 1976.

A concise handbook on assessment techniques used in experiential education. Covers the techniques of performance assessments, simulations, assessment centers, essay questions, objective questions, interviewing, rating, self-assessment and product assessment.

Kronick, R. F. "Academe: Internship: The Delicate Balance." Journal of Sociology and Social Welfare, 1974, 1, 130-134.

This article describes the ongoing debate between "traditional" scholars and those committed to experiential learning over the legitimacy of off-campus experiences as learning and how to evaluate these experiences as academic enterprises. Traditionalists hold fast to the tenets of on-campus learning stating that the off-campus projects are too often visceral in nature, guided by emotion rather than intellect. One academic department is described and the manner in which on-campus and off-campus learning experiences are interfaced is illustrated.

Lupton, D. K. "The Project-Syllabus Method in Experiential Education." Alternative Higher Education, 1976, 1(1), 43-50.

The project-syllabus is an outgrowth of the individual contract system used in experiential education. It is a contract containing experiential objectives, field resources to be tapped, a listing of topical inquiries, grading procedures, and a format for preparing reports.

Marland, Sidney P. Jr., "Liberal Education and Work: The Fruition of Career Education." College Board Review, Fall 1978, 21-25.

The author maintains that liberal education and the development of people for life's work are compatible and that schools and colleges can equip young people to ready themselves for the working world in many ways without becoming "vocational." He suggests the following

types of activities as appropriate for institutions with a commitment to infusing career education into their programs: (1) counseling services for students, (2) information on occupational opportunities; (3) training in decision making; (4) opportunities to learn about the meaning of work in our society; (5) planned work experiences for students;(6) job preparation services for students. The key to the successful use of these services is their systematic arrangement in an integrated organizational structure with strong support from institutional policy makers.

Marshall, V. C. "How to Assess College Students During External Placements: A British View." Journal of Cooperative Education, 1974, 10(2), pp. 1-12.

Describes approaches used to assess British university and polytechnic students who alternate academic study with time spent in industrial placements in so-called "Sandwich Courses." Includes a sample assessment form and discussion of areas of assessment.

Mayville, William. "Contract Learning," ERIC Higher Education Research Current, December 1973.

Outlines the general nature of learning contracts and describes how they are used at Minnesota Metropolitan State College, Community College of Vermont, and Empire State College in New York. Role of the learning contract is discussed as an integral component of a nontraditional program and as a means of program evaluation.

McClelland, David C., et al. The Achievement Motive. New York: Irvington Publishers, 1976. 386pp.

This is a reissued edition, with a new preface, of a book originally published in 1953. It proposes a theory of motivation, offers a practicable method of measuring achievement, and discusses the possible origins of the achievement motive.

Lists of figures and tables, appendices, references, and indices supplement the scholarly text. The new preface traces the theory and research which have grown out of this work.

McClure, Larry, et al. Experience-Based Learning: How to Make the Community your Classroom. Portland: Northwest Regional Educational Laboratory, 1977. 246pp.

The authors present tested procedures in an orderly and clear fashion. Chapter 1 defines experience-based learning and, as the authors themselves say, may be useful in helping persuade others of its value. Chapter 2 suggests techniques that can be used separately or together to structure student learning. Chapter 3 offers ways to analyze community resources for their learning potential, and Chapter 5 tells how to actually develop and use these resources. Chapter 4 describes a procedure for planning with students, and Chapter 6 gives suggestions for administering the process.

# BIBLIOGRAPHY

The appendices describe 25 student projects that worked, present both an annotated and an unannotated bibliography, and sketch supplementary materials available from the Laboratory. The guide is indexed.

McHugo, Gregory J., and Jernstedt, G. Christian. "The Affective Impact of Field Experience Education on College Students." *Alternative Higher Education*. 1979, 3, pp. 188-203.

The authors cite some of the methodological problems of obtaining valid information on the affective impact of field experience education on college students. They suggest that studies of field experiences may be organized according to three stages of the experiential process: selection factors prior to the experience, immediate change due to the experience, and the persistence of change following the experience. The authors conclude that compared to traditional campus activities, field experiences appear to have some signigicant affective impact on college students.

McKean, B., ed. *Toward Defining Measurable Objectives in the Affective Domain for Experiential Education Programs*. Denver: Colorado Outward Bound School, 1975. (Available for $1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, CO. 80203. ERIC #ED139572. EDRS Price MF-$0.83 plus postage, HC not available from EDRS.)

Discusses the necessity for objectives; describes the affective domain and the utilization of behavioral indicators to make affective objectives in experiential education workable. Six program descriptions are included as examples of the combination of affective measurable objectives with the field of experiential education. Illustrating what is possible and being developed in the field of experiential education, the examples include the necessary behavioral indicators, which guide the teacher-observer in recognizing and categorizing student change. The programs cover: involvement in the local community; living within a new community environment; outdoor activities for spring, summer, fall, and winter; and outdoor pursuits for mentally retarded and for "disaffected" students.

Meyer, Peter. *Awarding College Credit for Non-College Learning*. San Francisco: Jossey-Bass, 1975. 196pp.

The author, an initiator of the Adult Collegiate Education program at Queens College, City University of New York, states six major purposes of his book: to demonstrate the need for establishing faculty-based models for granting academic credit for learning achieved through nonacademic life/work experiences; to explain the academic merit of the process; to examine the process as it exists in a variety of institutions; to identify some of the major problems of the process and suggest solutions; to offer specific guidelines for implementing new programs; and to make some recommendations for further study and action. He stresses that the book is limited to the examination and crediting of *prior* learning at the *undergraduate* level, that it is focused on *faculty-based models* of granting credit for prior learning. The author does not pretend to present a complete survey of such programs, nor does he present such data as he has gathered in a rigid statistical format.

In chapters entitled "Need and academic rationale," "Basic decisions," "Getting started," "Documentation," "Assessment and award of credit," and "Guidelines and recommendations," Meyer uses data in an illustrative manner. A brief list of contributing institutions and programs, a selective bibliography in which the most important works are pinpointed, and an index complete the book.

Milton, O. Teaching or Learning? Washington, D.C.: American Association for Higher Education, 1971. (Available from Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036. ERIC Document Reproduction Service #ED053685. EDRS price MF-$0.76. HC-$1.58 plus postage).

This book is a summary of research on teaching and learning. It shows that most studies on teaching methods conclude that there are no significant differences between the various teaching methods and student achievement because investigators have concentrated on teaching and have ignored learning and the learner. The research omits investigations of what courses and subject matter areas promote critical thinking and a spirit of inquiry, and how students can be helped to become independent learners. One of the best examples of a new approach for both conceptualizing the issues and investigating them is the Instructional Gestalt. Many of the recently introduced approaches to instruction can be grounded into three categories: (1) personalized, individualized to process instruction; (2) experiential learning; and (3) acceleration programs. Results of this recent research point out that the role of the instructors must be altered and broadened. There can be a dramatic decrease in dispensing content and lecturing in the classroom without any decrease in the quality of learning.

Nesbitt, Hadley. College-Sponsored Experiential Learning--CAEL Student Guide. CAEL, Lakefront North, Suite 300, 1977. 82pp.

CAEL report #6 is the companion volume to Duley and Gordon, CAEL #5, and it is designed to help students make the most of experiential learning. Eleven basic steps form the organizational core of the book: taking stock of educational goals, considering the placement options available, defining principal tasks and duties, describing specific learning objectives, identifying basic preparation, devising a learning plan,orienting to the work situation, amending the learning plan, monitoring the learning, assessing your learning outcomes, and establishing new learning objectives.

Charts, check lists and work sheets aid the student at each step. Reference is made to three recent and important books on life-planning.

O'Toole, J. "Education, Work, and Quality of Life." In D. W. Vermilye, ed., Lifelong Learners--a New Clientele for Higher Education. San Francisco: Jossey-Bass, 1974.

Discusses problems stemming from the current, somewhat rigid, American pattern of education for youth, work for most adults, and retirement for those over 65. Most relevant are the rubrics "transitions," "transfers," "credentials," and "work experience." Also identifies four "areas of leverage" for dealing with these problems: (1) the fit between people and jobs, (2) the relationship between education and job success, (3) workplace educational opportunities, and (4) certification and credentialism.

Payne, David A., ed. Curriculum Evaluation: Commentaries on Purpose, Process, Product, Lexington, Mass.: D. C. Heath, 1974.

Book of readings on curriculum evaluation that contains several articles relevant to assessing experiential learning.

Popham, W. James, and Baker, Eva L. Establishing Instructional Goals. Englewood Cliffs, NJ: Prentice-Hall, 1970. 130pp.

A collection of five self-instruction programs concerning instructional goals for prospective and practicing teachers, elementary through college levels. The first program provides an overview, the second assists in developing precisely stated instructional goals, the third provides tools for selecting appropriate educational objectives, the fourth describes ways of establishing performance standards, and the last examines a curricular rationale.

Each of these topics is also dealt with in a conventional text, Systematic Instruction, by the same authors. In addition, the authors have prepared other related self-instruction programs; see, for example, Baker and Popham, Expanding Dimensions of Instructional Objectives.

Popham, W. James, et al. Instructional Objectives. Chicago: Rand McNally, 1969. 142pp. (American Educational Research Association Monograph Series on Curriculum Evaluation, #3.)

Elliot Eisner presents a paper on "Instructional and Expressive Educational Objectives: Their Formulation and Use in Curriculum." W. J. Popham contributes "Objectives and Instruction;" Howard Sullivan adds "Objectives, Evaluation, and Improved Learner Achievement." Louise Tyler concludes with "A Case History: Formulation of Objectives from a Psychoanalytic Framework." Each paper is followed by a discussion, and each author delivers a final epilogue. A short list of references is provided. This is a theoretical forum representing the "state of the art" prior to the 1970's.

Pottinger, Paul S., and Goldsmith, Joan, eds. Defining and Measuring Competence. San Francisco: Jossey-Bass, 1979.

This sourcebook, sponsored by the Council for the Advancement of Experiential Learning, is a well-integrated collection of reflections on the concept of competence, the current state of the concept and its implications for education and work. Competence is addressed from several points of view as to purposes, efforts, and concepts. Competence is discussed in terms of licensing, its identification and assessment, its meaning for an effectively functioning citizen, and future directions.

Rogers, Carl R. On Becoming a Person: A Therapist's View of Psychotherapy. Boston: Houghton Mifflin Sentry Edition, 1961. 420pp.

The 21 papers in this volume are selected from the author's books and articles written between 1951 and 1961. They are intended for the intelligent layperson as well as the professional. Each paper is prefaced by the author's remarks, establishing its context. Together, the papers have been organized to portray a unified and developing theme from the highly personal to the larger social significance.

Of special interest in Part IV, "What Are the Implications for Learning?" are: Chapter 13, "Personal Thoughts on Teaching and Learning"; Chapter 15, "Student-Oriented Teaching as Experienced by a Participant." Those interested in pursuing Rogers' ideas further will find the chronological bibliography of his works, 1930-1960, most helpful.

Sagen, H. Bradley. "Careers, Competencies, and Liberal Education." Liberal Education Summer 1979, pp. 111-119.

This article examines the relationship of the liberal arts experience to career preparation. The author identifies three areas that need to be discussed: (1) the current employment situation and the adequacy of a liberal arts education as preparation for that situation; (2) some basic guidelines for improving the preparation and maintaining the liberal arts as a viable route to employment; and (3) how some institutions are handling the problem of career preparation and how well these responses are succeeding.

Sexton, Robert, ed. Dimensions of Experiential Education. Washington, D. C.: National Center for Public Service Internship Programs, 1976.

A collection of papers interpreting the role of experiential education, especially service learning internships in higher education, including community colleges, four-year institutions, and nontraditional students. Includes a brief statement by Senator Hubert H. Humphrey on Public Service Internships and an endorsement of a National Youth Service program from the Eleanor Roosevelt Institute.

Sexton, Robert. Experiential Education and Community Involvement Practices at the Postsecondary Level: Implications for Career Education. (Report No.: P00760303) Washington, D.C.: Office of Career Education, U.S. Department of Health, Education, and Welfare, 1976. (ERIC #ED138771. EDRS price MF-$0.83 HC-$3.50 plus postage.)

Four themes are developed based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom): (1) a typology of experiential education and community involvement practices; (2) an overview of selected exemplary experiential education and community involvement practices and programs; (3) critical issues of experiential education as they relate to career education; and (4) recommendations for federal activity to enhance experiential education as it relates to career education. Major types of experiential education discussed are cooperative education, internships (preprofessional and general education), field experience, cross-cultural field experience, policy research experiences, and national youth service. The following critical areas are discussed and provide the rationale for the recommendations made: (1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities; (2) limited opportunities in the world-of-work; and (3) the disadvantaged student.

Sexton, R. F., and Ungerer, R. A. Rationales for Experiential Education. (ERIC/Higher Education Research Report No. 3). Washington, D. C.: American Association for Higher Education, 1975.

Defines experiential education as learning activities outside normal classroom, "the objectives of which are planned and articulated prior to undertaking the experiences, involving activity that is meaningful and real and on the same level as that of other nonstudents in the same nonclassroom environment, and in which the learner has the assistance of another person (most often a faculty advisor) in expanding the learning as much as possible that takes place in nonclassroom settings." Three major sections cover concepts of experiential education relating to the learning gained by the individuals, new dimensions in world of work, and the role of the individual as citizen.

Silberman, Harry, and Ginzberg, Mark, eds. Easing the Transition from Schooling to Work. San Francisco: Jossey-Bass, 1976.

This volume represents the culmination of the work begun in July 1975, at the University of California at Los Angeles with a small conference sponsored by the Spencer Foundation on the problem of school-to-work transition.

Content relevant to experiential education is included: student-designed field experiences; cooperative education and acquisition of coping skills; redesign of work for educational purposes and for improving the quality of working life; placement services and career development; community councils as an intermediate institution; contributions of formal and informal occupational preparation; the capacity of work organizations to absorb learners; and recommendations for practice and research.

The editors have reached the conclusion that much better data are needed on youth socialization patterns and best current practices. Extensive research may be necessary for sifting out conditions of educationally effective work experiences for students with different backgrounds.

Solmon, Lewis C. Reassessing the Link Between Work and Education. San Francisco: Jossey-Bass, 1978.

This sourcebook brings together the views of a diverse group of people who have been concerned for years with the education-work relationship. Contributers include Harry Silberman, Kenneth Hoyt, Willard Wirtz, Sidney Marland, and David Witmer. The volume covers many issues faced by the education-work movement. In the closing article, James O'Toole attempts to bring these issues together and to react to them.

Thomas, William G. "Experiential Education -- a Rationale for Creative Problem Solving." American Behavioral Scientist, November-December 1974, 17(3).

Presents a brief statement about the growing role of experiential education; points to the need for evidence of intellectual growth to validate experience as education; stresses the value of a problem-centered experience as ensuring valid intellectual growth; and presents brief descriptions of some student problem-centered projects at UCLA.

Tyler, Leona E. Individuality: Human Possibilities and Personal Choice in the Psychological Development of Men and Women. San Francisco: Jossey-Bass, 1978. 274pp.

Tyler has long been interested in and has long written about that branch of psychology which is concerned with individual differences. Some time ago, she broke with the traditional approach to this subject and proposed instead that an individual is the result of a continuous developmental process in which a unique fraction of the innumerable possibilities inherent in the human race is selected and organized. In this book, she seeks to build a philosophical and theoretical framework on the foundation of the above proposition and to fill the framework in with relevant research. Such filling, she warns, still has many gaps.

Though addressed to other psychologists, this book is quite readable, and the author hopes that it will stimulate the development of new assessment techniques and find application in counseling and placement.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago; University of Chicago Press, 1949. 128pp.

This book is not a textbook or a manual for curriculum construction, but rather an outline of one way of viewing an instructional program as a functioning instrument of education. The reader is encouraged to examine other ways of viewing and to develop his or her own conception.

Basic Principles is organized around four fundamental questions: What educational purposes should the school seek to attain? What educational experiences can be provided that are likely to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being attained? A fifth section of the book discusses how a school or college staff may work on curriculum building.

van Aalst Frank. "Field Experience, Career and Life-long Learning," Alternative Higher Education, 1979, 3, pp. 145-150.

The author states that the affinity between Field Experience Education and Career Education is obvious, as demonstrated by the way they have been combined in many college and university settings. He contends that the implications of this merger for the workplace are perhaps more significant than for the campus, as it challenges the presupposition that education and work should be separated, and challenges the way drudge work is currently being done. He feels that it poses new questions for the advocates of life-long learning and that the integration of education and work into single programs may well be the next major issue in the development of education.

Vermilye, Dyckman W., ed. Relating Work and Education. San Francisco: Jossey-Bass, 1977. 282pp.

A collection of 24 papers addressing the interrelationship of work and education, this book is divided into sections entitled: "Meanings"; "Relating Work to Education"; "The Marketplace"; and "Making People Matter." Most of the papers are short and unencumbered by footnotes. Contributors are identified, and there is an index.

James O'Toole's introductory essay sets forth his own conclusions from reading these papers, i.e., that the purpose of higher education should be to prepare people to work on the emerging, systemic problems that beset society, that such people must be capable of divergent and holistic thinking about alternative solutions to social problems, and that setting the right goals is the first critical step. Programs, processes, pedagogy and curricula will follow.

Watkins, Ed, guest editor. Preparing Liberal Arts Students for Careers. San Francisco: Jossey-Bass, 1979.

This collection of articles is devoted to the question of how a liberal arts school or college might improve its product in order to make its graduates more marketable in a competitive marketplace. The intent is to give the college placement officer some ideas on how to implement programs that improve the student product. Contributors include: Kenneth Hoyt, Howard Figler, Emil Hofman and Peter Grande, Ed Watkins, Robert Jay Ginn, Jr., and Donald Casella.

Willingham, Warren W. Principles of Good Practice in Assessing Experiential Learning. CAEL, Lakefront North, Suite 300, Columbia, MD 21044, 1977. 60pp.

This, the 27th CAEL report, provides a single-source overview of the important principles of good assessment practice as represented in the earlier 26 CAEL reports.

The introduction sets out some background concerning CAEL's view of its work and the nature of the problems it has addressed. Sections I-IV concern six steps in assessment; sections VII-IX concern administrative aspects of assessment. All nine sections are in outline form, with references to fuller discussions in the other CAEL publications. The booklet concludes with a useful annotated list of those items.

Witham, W. F., Jr. "Can Experiential Education be Compatible with the Liberal Arts Curriculum?" The Little Forum, 1977, 1, 4-6.

The author argues that experiential education can be integrated with a traditional liberal arts curriculum and still meet the twofold objective of protecting the integrity of contemporary society. The article emphasizes the values assessment role of experiential education.

Worthen, Blaine R., and Sanders, James R. Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones, 1973. 372pp.

This book was prepared to pull together the best of the emerging literature on educational evaluation and to identify serious gaps in the literature and provide content to fill those gaps. It is designed as a basic text for educational evaluation courses, but may also be used as a basic or supplemental text for other courses where educational evaluation is an important topic or as a reference for advanced undergraduates, graduate students and professional educators who encounter problems in edcational evaluation.

The authors discuss evaluation as a disciplined inquiry, differentiating it from research; present eight frameworks for planning evaluation studies, applying each to a problem and comparing their strengths and weaknesses; talk about some important considerations in planning evaluation studies; and look at the future of evaluation, outlining steps which must be taken to allow evaluation to reach its full potential. A list of references, author and subject indices follow.

# CONTRIBUTORS

C. R. Anderson
Broadcast Communication
Arts Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Eugene Bardach
Department of Public Policy
University of California
Berkeley, CA 94720

Frank Bauer, Fieldwork Coordinator
School of Social Welfare
University of California
Berkeley, CA 94720

Elouise Bell
English Department
Brigham Young University
Provo, Utah 84601

Sultan Bhimjee
Department of Business Information
and Computing Systems
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Rosemarie Bowler
Field Work Coordinator
Psychology Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Sue Brand
Field Studies Program
2536 Channing Way
University of California
Berkeley, CA 94720

Ken Braunstein, Chairman
Department of Criminal Justice
University of Nevada
Reno, NV 89557

Jody Bruce
Merrill Field Office 7B
University of California
1156 High Street
Santa Cruz, CA 95064

O. Robert Burgener
Health Sciences Department
Brigham Young University
Provo, UT 84601

Mary Comerio
Architecture Department
University of California
Berkeley, CA 94720

Kathleen Connolly
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Rick Crandall
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Roger Crawford, Jr.
Department of Geography
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Donald R. Currey
Geography Department
University of Utah
Salt Lake City, UT 84102

John Curtin
Social Science Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Paul Davis
Political Science Department
Truckee Meadows Community College
7000 El Rancho Drive
Sparks, NV 89431

James Deetz
Department of Archaeology
University of California
Berkeley, CA 94720

John Dierke
Department of Design and Industry
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Tony DiFrancesco
Department of Accounting and Finance
School of Business
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

E. S. Dodson
Educational Administration and
Higher Education
University of Nevada
Reno, NV 89557

C. J. Downing
Counseling and Guidance Department
University of Nevada
Reno, NV 89557

Don Driggs
Political Science Department
University of Nevada
Reno, NV 89557

Eva Essa
Home Economics Department
University of Nevada
Reno, NV 89557

Kathleen Farnan
Department of Political Science
University of California
Berkeley, CA 94720

Don Faules
Department of Communication
University of Utah
Salt Lake City, UT 84112

Charles T. Fletcher
Justice Administration Department
Brigham Young University
Provo, Utah 84601

Marshall Foletta
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Don Fowler
Department of Historic Preservation
University of Nevada
Reno, NV 89557

Kay Fowler
Anthropology Department
University of Nevada
Reno, NV 89557

Edward Geary
English Department
Brigham Young University
Provo, UT 84601

Dwight Giles
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

LaRue Gilleland
Department of Journalism
University of Nevada
Reno, NV 89557

Jim Goldner
Film Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Leonard Haas
1320 Social Behavioral
Science Building
University of Utah
Salt Lake City, UT 84112

Sidney Harrison
Department of Health and
Social Resources
University of Nevada
Reno, NV 89557

R. Hoffman
History Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Madeleine Holzer
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

# CONTRIBUTORS

Catherine Howard
College of Human Ecology
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

John T. Johnson
Journalism Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Louis I. Katzner
Philosophy Department
Bowling Green State University
Bowling Green, OH 43403

Dennis Keating
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Sally Kees
Home Economics Department
University of Nevada
Reno, NV 89557

Kay Lawson
Political Science Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Debbie LeVeen
HLL 269
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

William Lunch
Department of Government
University of San Francisco
San Francisco, CA 94117

David S. Mann
Political Science Department
College of Charleston
Charleston, SC 29401

Mady Marcus
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Peter McConville
Sociology Department
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

James McCormick
Art Department
University of Nevada
Reno, NV 89557

Walter Menrath
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Alan S. Miller
Internship Coordinator
Conservation & Resource
Studies Department
University of California
Berkeley, CA 94720

Valerie Miner
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Ruth Mitchell
English Department
University of California
Los Angeles, CA 90024

Ron Nowicki
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Harold R. Oaks
Theatre Department
Brigham Young University
Provo, UT 84601

Maureen O'Sullivan
Psychology Department
University of San Francisco
San Francisco, CA 94117

Seymour Parker
College of Social and
Behavioral Science
University of Utah
Salt Lake City, UT 84112

272

Larry Pickard
Department of Social Services
and Corrections
University of Nevada
Reno, NV 89557

Raymond Pomerleau
Department of Political Science
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Patricia Reagan
Health Science Department
University of Utah
Salt Lake City, UT 84112

Hugh M. Richmond
English Department
University of California
Berkeley, CA 94720

Gib Robinson
Psychology Building, Room 237
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Klaus Schmidt
School of Business
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Melinda Shackleford
Field Studies Coordinator
Department of Geography
University of California
Los Angeles, CA 90024

Rulon Dean Skinner
Youth Leadership Department
Brigham Young University
Provo, UT 84601

David E. Soles
Philosophy Department
Wichita State University
Wichita, KS 67208

Timothy Stanton
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

Harry Stehr, Jr.
Education Department
University of California
Berkeley, CA 94720

Marv Sternberg
Field Studies Program
University of California
2536 Channing Way
Berkeley, CA 94720

Colleen Stotler
Social and Health
Resources Department
University of Nevada
Reno, NV 89557

Robert Suczek
Psychology Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Calvin W. Taylor
Psychology Department
University of Utah
Salt Lake City, UT 84112

Tom Tucker
Education Administration and
Higher Education
University of Nevada
Reno, NV 89557

S. Lyman Tyler
American West Center
1023 Annex
University of Utah
Salt Lake City, UT 84112

H. J. Weddle
Department of Health Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Rhona Weinstein
Psychology Department
University of California
Berkeley, CA 94720

Stan Weisner
School of Social Welfare
University of California
Berkeley, CA 94720

# CONTRIBUTORS

Urban Whitaker
HLL 255
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Michele Whitham
Field Study Office
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853

Noel Wilson
English Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Richard Wright
Professional Internship Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117

Peter Yedidia
School of Public Health
Department of Social and
Administrative Health Sciences
University of California
Berkeley, CA 94720

# EDUCATION, WORK AND PRODUCTIVITY

This publication is a product of the Laboratory's Department of Education, Work and Productivity. The mission of the Department is to improve the preparation of individuals to deal with the complex and changing conditions they face in trying to achieve a life of productive activity and personal fulfillment. The social sciences have documented the compelling reality of such problems as unemployment and underemployment, declining growth in productivity, inequities of employment practices, job dissatisfaction, mid-life career and job changes, and the changing character of work. The Department addresses such issues through research, translation of findings into practical educational applications, and through technical assistance to educators and others who share our concerns.

The Education, Work and Productivity Department is one of six established by the Laboratory's Board of Directors in 1978, and focuses on four program priorities: (1) Preparing youth for transition to adulthood; (2) Understanding the consequences of our changing economic context; (3) understanding individual and societal needs for satisfaction and productivity; and (4) Understanding adult transitions and their effects on satisfaction and productivity. These priorities help shape the ongoing programs and projects of the Department, and guide the Laboratory in its search for resources and support.

Most of the Department's current programs and projects deal with the youth-to-adulthood transition, with emphasis on employability and its development. All of its programs seek improved linkage between educational and employing institutions. Programs designed to improve school practice are patterned after the Far West Laboratory model of Experience-Based Career Education (EBCE), developed in the early 1970s with funding from the National Institute of Education. In EBCE, youth engage in non-paid individualized learning projects at work sites, with guidance, help and encouragement from adult volunteers at the site. Members of the school staff monitor and coordinate community-based learning activities with the rest of the youth's school program to ensure completion of graduation requirements. The outcomes include greater awareness of career options and improved work maturity.

EBCE has been adapted for programs operated by CETA Prime Sponsors and community-based organizations. In these, the learning project may lead not to high school course credits, but rather to the building of an experience portfolio for use in obtaining a job. Programs of experience-based learning have also been developed for postsecondary institutions, using liberal arts courses as the context in which adult students plan and carry out projects that combine career exploration with real-life application of academic subject matter.

These programs have been installed in communities nationwide, and the Department staff has conducted related research on how such programs can help various special populations find meaningful roles in the adult working world. These include the use of experience-based learning processes with the handicapped, ethnic minorities, delinquent youth, and women re-entering the job market.

The Department also engages in policy-related research on such employment and productivity problems as the changing work ethic, the characteristics of employability, the development of work maturity, and the role of the adult mentor in the workplace.

Inquiries about the work and products of the Department are welcome and should be addressed to:

Department of Education, Work and Productivity
Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103